Budget

Manchester Local (000442) - Adams County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (94)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

| Object Code / Purpose Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
|---|---|---|---|---|---|---|---|
| **Instruction** | 0.00 | 0.00 | 0.00 | 27,000.00 | 286,373.00 | 0.00 | 313,373.00 |
| **Support Services** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Governance/Admin** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Prof Development** | 1,300.00 | 200.00 | 1,000.00 | 0.00 | 0.00 | 0.00 | 2,500.00 |
| **Family/Community** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Safety** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Facilities** | 8,620.00 | 1,380.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| **Transportation** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Indirect Cost** | | | | | | 0.00 | 0.00 |
| **Total** | 9,920.00 | 1,580.00 | 1,000.00 | 27,000.00 | 286,373.00 | 0.00 | 325,873.00 |
| | | | | | | **Adjusted Allocation** | 0.00 |
| | | | | | | **Remaining** | -325,873.00 |

Application

Manchester Local (000442) - Adams County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (94)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:
Chromebook Project

2. Project Summary: Please limit your responses to no more than three sentences.
The MLSD Chromebook Project will increase student achievement, close the achievement gap and decrease the costs of purchasing curricula.

*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.*

| Grant Year | | | | |
|---|---|---|---|---|
| 7 Pre-K Special Education | 87 K | 57 1 | 76 2 | 68 3 |
| 70 4 | 66 5 | 67 6 | 72 7 | 63 8 |
| 78 9 | 66 10 | 43 11 | 36 12 | |

| Year 1 | | | | |
|---|---|---|---|---|
| 8 Pre-K Special Education | 71 K | 87 1 | 59 2 | 77 3 |
| 69 4 | 71 5 | 68 6 | 68 7 | 73 8 |
| 64 9 | 78 10 | 67 11 | 45 12 | |

| Year 2 | | | | |
|---|---|---|---|---|
| 8 Pre-K Special Education | 70 K | 73 1 | 87 2 | 61 3 |
| 78 4 | 70 5 | 72 6 | 70 7 | 69 8 |
| 74 9 | 65 10 | 78 11 | 68 12 | |

| Year 3 | | | | |
|---|---|---|---|---|
| 8 Pre-K Special Education | 70 K | 71 1 | 75 2 | 87 3 |
| 63 4 | 79 5 | 71 6 | 73 7 | 72 8 |
| 70 9 | 75 10 | 66 11 | 78 12 | |

| Year 4 | | | | |
|---|---|---|---|---|
| 8 Pre-K Special Education | 70 K | 71 1 | 72 2 | 77 3 |
| 87 4 | 65 5 | 80 6 | 72 7 | 74 8 |
| 74 9 | 71 10 | 76 11 | 67 12 | |

| Year 5 | | | | |
|---|---|---|---|---|
| 8 Pre-K Special Education | 70 K | 71 1 | 72 2 | 73 3 |
| 79 4 | 87 5 | 67 6 | 81 7 | 73 8 |

| | | | |
|---|---|---|---|
| 75 9 | 76 10 | 72 11 | 77 12 |

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.*

Additional students who will be affected throughout the life of this project include the two and three year olds in the district. By Year 5, these students will be in the second grade and using the Chromebooks. It is difficult to determine the number of these students. A second group of those affected throughout this grant but not included in the numbers above is transient students enrolling into Manchester Local Schools after the grant is awarded.

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

First and last name of contact for lead applicant
Brian Rau

Organizational name of lead applicant
Manchester Local School District

Address of lead applicant
130 Wayne Frye Drive, Manchester, OH 45144

Phone Number of lead applicant
937 549-4777

Email Address of lead applicant
brian.rau@mlsd.us

*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

Students and teachers at Manchester Local School District (MLSD) in Adams County, face barriers to improving student achievement, to closing the achievement gap and to integrating technology with learning. These barriers include: many students and families lack internet access and do not own computers; and teachers who need training that results in integrating technology-based curricula while relying less on textbooks. Third, over the past three years, MLSD's textbooks and curricula costs have averaged $80,000 annually. With the proposed purchase of Chromebooks, the district plans to phase out hardcover textbooks, saving $400,000 over five years. MLSD's student population is characterized by generational poverty, parents of low educational attainment and families living in geographic isolation. These challenges to educational success result in students with poor test-taking skills and scores, who are not ready for college or career, and who do not have the equipment or the skills to integrate internet applications and research techniques into their studies. Adams County is a distressed Appalachian county with low median incomes, high unemployment and persistent poverty. There are 5057 people and 2063 households in the district. The US Census reports, 28% live below the federal poverty level. Thirty-five percent (35%) of households are headed by grandparents (24%) or by single parents (11%); 82% of single-parent households live in poverty. In the district, 24% of people over 25 years old have not obtained a high school diploma or equivalent and only 17% have a post graduate degree. Average daily enrollment at MLSD is

812 students. Most, 99.7%, are economically disadvantaged; all students receive breakfast and free/reduced lunch. These students live in the southern portion of Adams County which is the poorest most rugged area of the county. The district's eastern area has spotty internet access and cell phone coverage, most homes have neither.

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

To address students' lack of computer skills (keyboarding, research and basic computer use), their lack of computer equipment and to decrease the district's textbook costs, MLSD proposes to purchase and distribute Chromebook computers to its students in grades 2-12 and to disburse the equipment in the current computer labs into the classrooms. Unneeded equipment will either be donated or sold. Chromebooks will be used during standardized testing, in the classroom and for students' homework, especially during winter when inclement weather makes many roads unsafe or impassable. The Chromebook computers will replace textbooks, saving funds that can be used by the district for other efforts. Providing the students with laptop computers allows them to informally familiarize themselves with using computers. It will also help students become comfortable using the technology and learn basic skills, such as keyboarding, manipulating text and internet research. They will gain understanding of file and folder systems, operating systems, networking and internet access. Students of the MLSD have little exposure to using computers so they lack these basic skills. In the next two years, standardized tests will be administered using computers. It is imperative students learn basic computer skills so they will not be intimidated by the technology and they will be able to focus on performing well on the tests. Implementation of the Chromebooks will increase student achievement, decrease the achievement gap between students with disabilities and typical students, and help students who are not reading on grade level improve by allowing teachers to individualize lessons for students and by making it easier for students to experiment and learn informally. Reading will be a key to participating in the 21st Century economy. As the world becomes more complex, people will need higher level reading skills to navigate their lives and to compete in the global workforce. The district plans to replace some textbooks with the Chromebooks, for example science, biology, mathematics and reading. The Chromebooks will also be used to bridge academic and vocational education. This will decrease the costs associated with purchasing curricula and textbooks. It will keep both teachers and students up-to-date and ensure they are learning the most current information. However, these computers will be not be used merely as a substitute textbook. They will be used to provide students access to global information that widens their horizons and helps them learn skills needed to participate in a 21st Century workforce. Students will learn to access information effectively and efficiently, to evaluate information, discern facts from propaganda, and to understand the issues surrounding information and its uses. In addition to implementing the Chromebooks into classrooms, MLSD will provide new professional development opportunities for teachers. MLSD plans implement training that results in teachers welcoming technology into the classroom in ways that both individualize instruction and that encourage students to collaborate with others. In the 21st Century, people need advanced reading and critical thinking skills to participate fully in a global economy and to grasp concepts and ideas that are more complex than in the past. To maintain its global position and to function in the world, American teachers must move from providing traditional teacher-centered instruction to a mass of students, to becoming facilitators of student-centered learning.

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.*

MLSD will use technology to increase student achievement. Engaging students in technology-aided instruction will help the district meet this outcome: 80% of all 812 students score proficient or higher on the AIR state assessments. An MSLD obstacle is the achievement gap between students with disabilities (SwD) and their typical peers, as measured by the state report card. Using Chromebooks to integrate classroom material in ways that help all students understand, that help SwD learn at their own paces and that help students collaborate will decrease the achievement gap. The desired outcome will raise reading and math proficiencies of SwD from 66.3% to 71.3% and from 48.2% to 55%, respectively. MLSD will utilize technology to implement research-based instruction that allows students to practice 21st Century skills; thereby increasing reading levels of 139 students, 80% of the 174 students in grades 2-6 who are not reading at grade. The desired outcome is all core-content teachers will integrate the technology, not as a supplemental tool but as a fully integrated tool that aligns with the core-content. Teachers will participate in professional development to enhance their technological pedagogy. They will learn evidence-based methods of facilitating a classroom that are centered on student using their own devices. Technological integration will be monitored by the building principal using regular walk-throughs and the annual evaluation system. As students begin using technology in their daily work, there will be a positive and lasting effect. Students will become engaged during instruction which will increase achievement levels. Using technology daily will strengthen the 21st Century skills needed to become competitive in the workforce.

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.*

Increasing teachers' ability to integrate technology into students' assignments will have a positive effect on student achievement. Classrooms with integrated technology increase achievement and encourage engagement. An advantage of computer-based instruction is that instructors can individualize students' education to meet their learning styles. Technology promoted in lower socio-economical schools equalizes the classroom experience between these students and their more affluent peers. Reading must be incorporated into all classwork. This encourages the students to expand their knowledge. Students with disabilities use technology to keep them engaged with their classmates. All students use the technology to clarify concepts and inform their work. Teachers must be trained to integrate technology, making classrooms learner-centered. Students learn at their own paces and are challenged to collaborate. Teachers do not use classroom technology as a free time activity and it is not used to support current methods and pedagogy. Students are curious to learn about a concept, whether in science or the humanities. They will be learning to find and evaluate information. Teachers cannot be expected to implement a new strategy without training. Training will include but is not limited to technological pedagogy and how to integrate technology into daily instruction. Teachers use Promethean Boards and document cameras and computer labs are available. Some students with disabilities use iPads as assistive devices. These uses of technology supplement the curriculum. Adding Chromebooks into daily lesson planning will initially increase teachers' levels of anxiety. Training and professional development is vital to reducing this anxiety and to maximizing the use of new technology. Without providing professional development, the result will be applying new technology to old pedagogy, thus student achievement will stagnate.

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

MLSD teachers have been using technology. The district has maintained and upgraded its computer labs and has purchased iPads for some students with disabilities. Although newer teachers have embraced and expanded on the early level of technology, veteran teachers are more resistant to change. Veteran teachers have not become comfortable using technology so they continue managing their classes using teacher-centered, not student-centered learning methods and pedagogy. Research suggests students with access to technology will increase engagement and achievement. MLSD integrated technology into classroom instruction on a small scale, although most classroom technology supplements the method of instruction. One publisher, Houghton Mifflin Harcourt, reported that students who used technology showed a 20% increase on standardized math tests compared to students who used traditional textbooks. This suggests technology increased student engagement and willingness to learn. To maximize the potential of technology, "devices...need to be integrated into a broader sequence of activities, not as an isolated tool" (Barseghian, 2012). MLSD's population is low-income students with sporadic internet access. Some have cell phones but many households in the district do not have internet access which would give these students the opportunity to become engaged and empowered. With information, they can learn about their health and their world and expand their expectations. Personal electronic devices can bridge the digital divide between people of low-incomes with limited access and their higher income peers. "A QualComm study showed, low-income students' test scores increased 30% after they were given smartphones to access information and instruction and to collaborate with their peers." In a pilot, Project K-Nect, at-risk students who interacted through blogs, instant messaging and email did better and enjoyed math more (Barseghian, 2012). Teachers are key to narrowing this digital divide by teaching the process of learning (Barseghian, 2013). When technology was introduced at MLSD, few teachers had seen or used the tools. MLSD provided professional development to all teachers and required them to use the technology. Using these devices has become natural to teachers and students. MSLD provides professional development for new staff teaching them how to integrate technology into their instruction. Every teacher is comfortable using devices during classroom instruction. Professional development is provided for intervention specialists whose students struggle with concepts or who need additional tools to progress. These teachers have learned to combine iPads and instruction. Based on MLSD's previous experiences, the district knows there is a direct correlation between providing professional development about using technological devices and the level of their implementation into the classroom. A Dale Mann study found, "...teacher training in the technology led to greatest student achievement gains" (Schacter, 1999). Several teachers who took part in this study believed that using technology regularly, "helped a lot," with instructional goals and objectives. A similar study conducted by Harold Wenglinsky, concluded, "Eighth-grade students whose teachers received professional development on (technology) showed gains...up to 13 weeks above grade level" and "higher order uses of (technology) and professional development were positively related to students' academic achievement..." (Schacter, 1999). The International Society for Technology in Education found, "effective professional development for teachers in the integration of technology into instruction is necessary to support student learning." ISTE adds that, "technology is to be incorporated into the daily learning schedule" (Kadel, 2008). This highlights the importance of consistent, current and continuing professional development to increase and maintain teachers' com

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 may not result in change).*

The specific indicators used to measure progress towards the outcomes include data from district assessment data to the state standardized assessments. Two areas of the state report card will be used to track and measure progress. MSLD will use the achievement data portion of the state report card which indicates whether students scored proficient of higher on the state assessment. This will provide information for all academic achievement. The second portion of the report card which will be used is the Annual Measureable Objectives (AMO). These data provide information about performance levels of particular subgroups, such as students with disabilities or economically disadvantaged, on the state assessment. These data indicate the success of decreasing the achievement gap between students with disabilities and their nondisabled peers. The third specific indicator is the STAR Reading assessments. The STAR Reading assessment is given to students three times per school year. This assessment is conducted at the beginning of the year, at the end of the first semester, and at the end of the year. Data will be tracked and monitored to determine whether reading levels increase in grades 2-6 throughout and beyond the grant period. The specific indicators used to measure progress toward the outcome of teachers integrating the Chromebooks into all aspects of students' learning experiences are simple. All core-component teachers will effectively integrate the Chromebooks into their daily instruction and lesson planning. The Chromebooks are not intended to be used as a supplement, but as a hands-on integrated part of the curricula. Data will be collected throughout and beyond the grant period to measure how core-component teachers and their students are using the new technology in their regular classroom instruction and in their learning. Building principals will maintain data that tracks and monitors the effective integration of the Chromebooks into all lessons.

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

MSLD will use five data points for baseline data and achievement. The 2014-15 state report card will not be released until February 2016. The data points used as a baseline and to measure achievement will be derived from the 2013-14 state report card. MLSD will use data from the 2015 PARCC reading assessments for elementary and junior high/high school. The results for the 2013-14 report card were the final year of the Ohio Achievement Assessment. Although MLSD percentages were high, the results decreased with the implementation of the PARCC assessments. Percentages of students who scored proficient or higher for 2013-14 are: 3rd grade=87%; 4th grade=83%; 5th grade=64%; 6th grade=91%; 7th grade=84%; 8th grade=95%; and 10th grade=96%. The 2015 PARCC ELA baseline data for students scoring proficient or higher are: 4th grade=56%; 5th grade=59%; 6th grade=55%; 7th grade=63%; 8th grade=64%; ELA09=87%. STAR Reading assessment baseline data will be gathered at the beginning of the 2015-16 school year for grades 2-6 to determine whether students increase their reading levels. Data used to measure achievement will come from the Teacher-Based Team (TBT), using the Ohio Improvement 5-Step Process to track and monitor assessment data. These assessments will be conducted throughout the 2015-2016 school year to make adjustments that will reinforce students' academic strengths and identify areas of need. The final data MLSD will use are state report card data when that information is released. Chromebooks have not been used in classroom. The building principals will gather data in the four nine-week quarters to track teachers' level of technology implementation using walk through of the classrooms during each quarter, resulting in four data points per teacher. Other data points incorporate the Ohio Teachers' Evaluation System (OTES). A portion of each teacher's evaluation will be related to integration of technology in lesson planning and delivery, and student

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

Implementing devices for students in grades two through six, phasing in electronic textbooks and curricula, and providing teachers with

resources and development opportunities that will change their instruction methods will change the district's learning environment. It is unrealistic to expect rapid changes in outcomes related to student achievement and professional development. Furthermore, there is no way to measure whether there is a causal relationship between access to information and electronic devices and changes in achievement. There is a direct relationship between phasing out traditional textbooks and curricula and lower costs of instruction. In five years, the district expects to pay $500,000 for these traditional materials. That will more than offset the initial investment in the Chromebooks. The district will use information based on the principals' evaluations of the teachers' integration of technology during the classroom visits. Based on this information, the district will either provide additional professional development for the teachers or personal remedial assistance. These will be teachers who are slowly adapting to the principles of integrating new technology but need additional training to bridge the gap of using the Chromebooks as supplements versus using the technology as an integrated resource. These teachers will receive additional professional development with peers who will assist in making the transition. Data and information will be collected and analyzed quarterly to determine the progress of implementation. Other data may suggest there are teachers who are not using Chromebooks during classroom instruction due to personal choice or as a result of anxiety. Should this occur, the district will team these teachers with colleagues who can help them decrease their level of anxiety and increase their comfort levels so they successfully implement the Chromebooks in ways that maximize student learning.

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.*

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.*

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. 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).*

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

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

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 indictor 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 measureable 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

☐ b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

☐ c. Replication - Expansion or new implementation of a previous Straight A Project

☐ d. Mixed Concept - Incorporates new and existing elements

☐ e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

**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)

c. Upload the Financial Impact Table (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.*

325,873.00 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.*

Budget Instruction Supplies $27,000.00 Chromebook Management Console License Capital Outlay $286,373.00 Chromebooks 900 books @ $318.19 Capital Outlay $30,935.00 approx. 23 Dell Mobile Computing Cart Unmanaged Professional Development Salaries $1,300.00 13 substitutes @ $100.00 Fringes 200.00 16% of $1,300.00 Meeting Expenses $1,000.00 Mileage and registration Facilities Salaries $8,620.00 Labor - Management License Enrollment- Per Unit (unboxing, enrolling, placing asset tag, reporting and bulk delivery Labor: Cart Setup - Install AC Adapters/Cable Routing and Bulk Delivery Fringes $1,380.00 16% of $8,620.00

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.

| | |
|---|---|
| 14,763.00 | a. Sustainability Year 1 |
| 30,617.20 | b. Sustainability Year 2 |
| 11,969.00 | c. Sustainability Year 3 |
| 0.00 | d. Sustainability Year 4 |
| 0.00 | 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.*

The sustainability costs will be divided into three years with the purchasing of eTextbooks. Sustainability Year 1 will concentrate on English Language Arts in grades seven, eight, and nine, totaling $14,763. Sustainability Year 2 will consist of purchases for our mathematics and social studies departments. These expenditures will total $30,617.20. Sustainability Year 3 will provide the science department with new curriculum materials totaling $11,969. A visual breakdown of our sustainability costs is below. Year 1 ELA 7th - $6,454 8th - $6,454 9th - $1,855 Year 2 Math (grades 2-8) 1 year - $8,325.10 6 year - $27,881 ALG - $1,189.30 GEOM - $1,189.30 Social Studies ( 1 year) 4th - $2,047.50 6th - $2,485 AmGov - $5,243 AmHist - $5,138 Year 3 Science 5th - $3,640 8th - $3,640 Biology - 6 year - $5,477.50 Physical - $3,689

0 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.*

100 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.*

The school district spends an average of $80,000.00 annually on traditional paper textbooks. The district will purchase less traditional paper books and apply those funds to the purchase of eBooks each school year.

**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 RangeFebruary 2016 - August 2016

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

The scope of activities for this project include negotiating with a Chromebook service provider to develop a purchase plan; purchase the Chromebooks and to develop a Chromebook FAQ for students and parents. After receiving the Chromebooks, setting each one up and loading the applications. Finally, providing professional development for teachers. Each activity will have specific completion benchmarks that will be monitored by the Mr. Brian Rau. The communication will begin by February 12th, 2016, with Mr. Josh Cracraft contacting the service provider. After initial contact, Mr. Cracraft, in conjunction with the district treasurer, will negotiate a purchase plan by March 1st, 2016. The purchase of the Chromebooks will occur before March 18th, 2016. Mr. Cracraft will set up the Chromebooks, beginning with their delivery. The anticipated completion of this activity is August 1st, 2016. Mr. Brian Rau will create and develop the Chromebook FAQ and the Handbook Agreement for students and parents. Both will be completed by April 1st, 2016. Although professional development for teachers will be on-going during and beyond the grant period, training will take place during the district in-service day for teachers at the beginning of the 2016-17 school year, mid-August. Training may be provided during Spring 2015, as a part of late start professional development days. During this time, the team will review the handbook and procedures for disseminating the Chromebooks to students. Director of Curriculum and Instruction will work with the building principals to identify a comprehensive tool that will be used to evaluate the level of teachers' technology integration into the classrooms. The tool will be used in conjunction with standards developed by the district and building leadership teams to guide implementation and as a part of the teachers' annual evaluation system (OTES) .

22. Implementation(grant funded start-up activities)

a. Date RangeMay, 2016 - May, 2017

b. Scope of activities - include all specific completion benchmarks

The implementation activities include collecting the Chromebook Handbook Agreement forms from the students and parents, distributing Chromebooks to classrooms, teachers and to students, commence trial implementation in classrooms, commence full integration in classroom instruction, commence purchasing eTextbooks where applicable. All Chromebook Handbook Agreement forms will be collected from students and their parents by May 20th, 2016. Chromebooks will be distributed to the classroom teachers by September 1st, 2016. The teachers will disseminate the Chromebooks to the students no later than September 16th, 2016. The trial implementation period for all classrooms will commence on October 3rd, 2016, with full implementation to commence on November 1st, 2016. The district will begin purchasing eTextbooks for certain courses as needed in May, 2017.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeFebruary 2017 - Future

b. Scope of activities - include all specific completion benchmarks

The scope of activities included in the program sustainability phase include regularly scheduled meetings with the team that will gather and collect data, track and monitor the progress toward identified outcomes, and evaluate the implementation of the project. Beginning in February 2017 and continuing into the future, the evaluation team listed in the Project Execution section, will meet once every nine weeks to review collected data to determine if all teachers are implementing the project with fidelity. Any revisions needed to alter the district's course will be discussed during these meetings. The team will use data-driven decision making practices to determine action, if outcomes are not as projected. Teachers will meet weekly with their Teacher-Based Teams to review and analyze student achievement data to determine whether there is improvement in reading levels and in academic achievement. Building Leadership Teams meet monthly and will begin including the technology data into their regular discussions beginning in February 2017. The building principals will be conducting formal and informal walk through sporadically during the school year. They will provide two formal observations, as required by OTES for the teacher evaluation and implementation level of the project. It is important to note, this section does not have completion benchmarks because this is an ongoing initiative. All data will be analyzed by the project team, the teachers, and the building leadership teams. Based on the reviews, revisions to the project will be data-driven and will be implemented by the project team to assure fidelity to the identified outcomes.

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

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:

There will be changes to both instructional and organizational practices as a result of this project that will have substantial impact and lasting value. One instructional practice that would change is students would no longer use hardcopy textbooks but instead, would use eTextbooks. Each student will use their textbook on their Chromebook versus carrying multiple books to every class. Changes in pedagogical thinking would impact the teachers. Many teachers are accustomed to using technology as a supplement to curriculum materials. By integrating the Chromebooks into daily instruction and lesson planning, teachers will utilize technology as their source of the curriculum. One of the biggest, yet controversial, topics the past school year has brought forth is the implementation of the new state testing requirements. The goal is for students to take a computer-based assessment as opposed to paper and pencil. During the 2014-15 school year, the district used the computer labs to schedule these assessments. It was a time consuming process, one in which the teachers had no input on the scheduled date of their respective assessment. With the addition of the Chromebooks, the teachers and principals will have full autonomy to choose when students will complete the assessment within a pre-determined timeframe. Not only will the integration of Chromebooks change the way instruction happens in the classroom, it will change the way the organization conducts some practices. Funding will be an important change. The district will no longer spend thousands of dollars each year on textbooks that will be consumed by wear and tear or that will

become obsolete. Books will be eBooks downloaded to each student's individual Chromebook. The district will have options as to the future of the existing computer labs. Since students will have personal technological devices, the existing computer labs will not be necessary. The computers in some of the labs can be dispersed into the classrooms throughout the district or be used to replace teacher's computers that are getting older. Dismantling the computer labs opens classrooms opening options to use these spaces differently.

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.*

Please enter your response below:

Brian Rau 130 Wayne Frye Drive Manchester, OH 45144 Phone: 937-549-4777 ext. 3030 Email: brian.rau@mlsd.us Fax: 937-549-1289

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.*

The plan for evaluation employs many methods. Data will be collected at regularly scheduled project team meetings and with the teacher-based teams to monitor progress toward the identified outcomes of student achievement, achievement gap improvement and professional development. These data will be reviewed and analyzed on a quarterly basis. Teacher's ability to implement technology will be evaluated using data from the building principal's formal and informal walk through and using the OTES teacher evaluation model. The project team examines all data related to student achievement as the state report cards are released. The student achievement data shown on the report card will determine the overall success of the project or if revisions are needed to address the shortcomings. The Director of Special Programs will collect data from the reading and state assessments. The results will be reviewed by the District Leadership Team which will meet with the principals to determine any changes to the implementation. The district treasurer will monitor the financial sustainability of the funding quarterly. She will compare the expensed items to the grant budget and will meet all financial reporting requirements.

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.*

Manchester Local School District is a small, rural, Appalachian district with many students and families who struggle with poverty, under/unemployment and low educational attainment. Most will never leave the United States, some will never leave the state and others may never venture outside their communities. With technology and access to the internet, many will be able to communicate with people around the globe and be exposed to ideas, concepts and advancements they may never experience in their communities. If the district can show that students with many barriers and challenges can increase their achievement, that the district can narrow the achievement gap between students with disabilities and their typical peers and that it can be accomplished with well-trained teachers who successfully integrate technology into learning, there will be many schools that will be asking for information and trying to determine how to replicate what MLSD has achieved. We will be happy to share and distribute that information. MLSD will develop a social media presence to connect with other school districts that are working on the same projects. One of the districts (Ripley-Union-Lewis-Huntington) nearby is implementing a similar program to bring technology into the classroom. MLSD has developed a relationship with that district's personnel to learn and share information, tools and methods regarding classroom integration of technology.

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).

Dr Charles Shreve Superintendent Manchester Local Schools

Consortium

Manchester Local (000442) - Adams County - 2016 - 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.

Manchester Local (000442) - Adams County - 2016 - 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

Manchester Local (000442) - Adams County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

| Implementation Team | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| First Name | Last Name | Title | Responsibilities | Qualifications | Prior Relevant Experience | Education | % FTE | Delete Contact |
| Josh | Cracraft | District Technology Coordinator | Communication with product supplier; Obtaining initial quote; Negotiating purchase plan; Assist with ordering; Setting up Chromebooks upon arrival; Assist with initial training; Distributing Chromebooks to staff; General maintenance. | District Technology Coordinator for 12 years Certifications include: Microsoft Certified Service Engineer and Cisco Certified Networking Associate | Began working for the district immediately upon completion of post-secondary education; Thorough background and knowledge of computers, computer applications, and mobile devices. | DeVry University-Bachelor; Western Governors University-MS Information Security/Assurance & Info Tech Mgmt; Penn State-MA Computer Science | 100 | |
| James | Wilkins | Junior High / High School Principal | Monitor and track progress of teachers' implementation and integration into lesson planning and lesson delivery through formal and informal walk-throughs and utizling the Ohio Teachers' Evaluation System; Assist with professional development | Junior High / High School Principal Superintendent Licensure | 1. Taught high school language arts for 17 years; 2. Served 8 years as an athletic director; 3. Serving in 7th year as an administrator (two as high school assistant principal and 5th year as hs principal). | Penn State University -BS Secondary Education; MA Edinboro University of Pennsylvania; Universtity of Dayton-Principal; Ohio University-Supt | 100 | |
| Brian | Rau | Director of Special Programs/Curriculum & Instruction | Grant administration; Monitor and track student achievement process; Assist with ordering; Initial training; Setting expectations; Developing Chromebook handbook; Develop FAQ for parents and students; Monitoring the planning, implementation, and programmatic sustainability activities | Director of Special Programs / Curriculum & Instruction Principal Licensure Superintendent Licensure | 1. Manchester Elementary Principal from August, 2011, to July, 2014; 2. Manchester Elementary Assistant Principal / Special Education Coordinator for the 2010-2011 school year; 3. Taught seventh grade mathematics from 2006-2010. | Morehead State University, BA; University of Dayton, MA; Principal: University of Dayton; Superintendent: University of the Cumberlands | 100 | |
| Nick | Roberts | Elementary Principal | Monitor and track progress of teachers' implementation and integration into lesson planning and lesson delivery through formal and informal walk-throughs and utilizing the Ohio Teachers' Evaluation System; | Elementary Principal | 1. 2006-2011 taught 7th Grade L.A. @ North Adams; 2. 2011-2012 taught 8th Grade L.A. @ Mason County Middle School; 3. 2012-2013 taught 8th Grade L.A. @ | Shawnee State University - Bachelor of Science (Middle Childhood 4-9) in Reading/L.A. and SS; American College of Education-MA Ed Lead | 100 | |

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|---|---|---|---|---|---|---|---|---|
| | | | Assist with professional development | | Manchester; 4. 2013-2014 Assistant Principal/A.D. @ Manchester | | | |