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<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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<td>525,615.00</td>
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</table>

Adjusted Allocation 0.00

Remaining -762,515.00
## Application

**Application Number** (513)  
**Unique Identifier (RN/Fed Tax ID):** 043844

### A) APPLICANT INFORMATION - General Information, Experience and Capacity

<table>
<thead>
<tr>
<th>1. Project Title: Click and Mortar - Place Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.</td>
</tr>
</tbody>
</table>

- Place-based learning demands research and field experiences be onsite and the purchase of iPads, as part of Dayton Public School districts “Click and Mortar” project, will eliminate the need for textbooks. As the district readresses the urgency of innovative technology and empowers students to be more critical and social advocates of their environment, this iPad curricular enhancement will allow for the expansion of Place-based education to leap over the confines of traditional elementary school settings at Wogaman (S-8) and Edison (PK-8). Current partnerships will continue to link authentic educational experiences with student learning as the integral component of iPad technology is immersed within the Place-based framework. |

<table>
<thead>
<tr>
<th>781 3. Total Students Impacted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Lead applicant primary contact: - Provide the following information:</td>
</tr>
</tbody>
</table>
| First Name, last Name of lead applicant: Lori Ward  
Organizational name of lead applicant: Dayton Public Schools  
Unique Identifier (RN/Fed Tax ID): 043844  
Address of lead applicant: 115 South Ludlow Street  
Phone Number of lead applicant: 937 542-3364  
Email Address of lead applicant: LWard@dps.k12.oh.us |

| 5. Secondary applicant contact: - Provide the following information, if applicable: |
| First Name, last Name of secondary applicant: N/A  
Organizational name of secondary applicant: N/A  
Unique Identifier (RN/Fed Tax ID): N/A  
Address of secondary applicant: N/A  
Phone number of secondary applicant: N/A  
Email address of secondary applicant: N/A |

| 6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below. |

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

<table>
<thead>
<tr>
<th>9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Which of the following best describes the proposed project? - (Select one:</td>
</tr>
</tbody>
</table>

| 11. Describe the innovative project. |

The technology driven instructional approach of the Dayton Public Schools “Click and Mortar” project capitalizes on the integration of iPads into the curriculum of two elementary school Place-Based student learning environments (Wogaman & Edison). The Place-Based (PB) curriculum utilizes innovative teaching strategies, aligned to Ohio Learning Standards, to build student academic & technological efficacy. The “Click & Mortar” project Place-Based instructional model becomes more relevant Arigorous within the use of iPads to extend the classroom experience, as they will: (1) open the door for increased personalized learning; (2) allow for video archiving of lessons for absent students; (3) expand access to online student enrichment instruction; (4) allow for “virtual” field trips to worldwide locations which expands instructional resources beyond the library & traditional textbooks & (5) increases student collaboration. PBE is the process of using the local community & environment as a starting point to teach concepts in language arts, mathematics, social studies, science, & other subjects. Emphasizing hands-on, real-world learning experiences this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students’ appreciation for the natural world & creates a heightened commitment to serving as active, contributing citizens. Community vitality & environment quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school. (Siebel 2004, 7) All students at each school, with iPad access, would be able to access textbooks online, as well as communicate with each other, as they learn about the socio-economic issues that affect their communities. The enhanced technology component of PBE will enable students’ learning to be projected beyond their immediate community, city, state, and county - a true global classroom will be established. The key aspect of this iPad funding request will be students’ active engagement with on-site learning. Students are expected to complete eight “excursions” per quarter. The iPads will be vital tool for researching concepts, writing responses, video recording of data collection in the field, and accessing engaging activities 100% of Wogaman (grades 5th-8th) and Edison Elementary (PK-8) students are economically disadvantaged PBE -experiences expose students to their “place” or community issues through on-site learning experiences or excursions. The next step is for students to be proactive/reactive to community problems and create a learning environment that empowers students’ critical thinking and ownership. Through the use of iPad technology, the school will become student-led and will increase the students' landscape of a world view. PBE -provides meaningful learning through a standards-aligned program in which students learn through investigating & exploring in their local community. - is an interdisciplinary & multi-disciplinary...
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecast of each of the participating institutions.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

- Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

- Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

16. Are there expected savings that may result from the implementation of the innovative project?

- Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

- Narrative explanation

January-February 2014: Implementation team will consult with Educational and Information Technology Department to design building support plans for iPads. Implementation team will purchase technology for all students at Wogaman and Edison Elementary. Meet with business partners to share the technology plan for Wogaman and Edison. Provide iPad training for teachers and students. Based on the results of the support plans the Educational Technology Department will train building principals/teachers on iPad usage. Letters mailed out to community and families with information on new technology focus in buildigns.

February-March 2014: Educational Technology department will distribute iPads to students and re-establish technology agreement with parents. March-May 2014: Teachers will continue to collaborate to infuse technology within the curriculum. Teachers will use the iPad as a tool to enhance the learning experience for students. The project will drastically increase the math and reading goals as the lessons will be designed with the rigor and relevancy framework requiring the students to use the highest level of Bloom's taxonomy, through analysis, synthesis and applications.

19. Summative evaluation (MM/DD/YYYY):

- Narrative explanation
Describe the changes expected to the instructional and/or organizational practices in your institution.

Face-based Education (PBE) invests students with a sense of agency; acknowledges their ability to produce knowledge rather than just being consumers of knowledge; enriches their education through hands-on, community-engaged learning; provides them with relevant knowledge and experiences to actively participate in and devise solutions for in their community. In the wake of widespread student alienation and disengagement from schooling, PBE is a natural alternative to improve student engagement and participation as it helps to create a sense of belonging while reducing feelings of isolation and despair. The adoption of PBE is challenging communities to create opportunities for students to learn about and care for the social wellbeing of the communities as well as connect the schools with communities as part of a concerted effort to improve student achievement. PBE offers a progressive alternative to the school curriculum that is particularly alienating for many students. This is achieved by providing locally produced technology via an integrated transforming curriculum that brings in their communities and extends to a global landscape. Students learn they can become valued members of society, engage in worthwhile learning experiences and contribute to the betterment of their communities. PBE has been found not only increases student agency but also to: - Increase academic achievement (Sobel, 2005) - help students develop stronger ties to their community - promote heightened commitment to civic engagement - encourages students to tap into the great spectrum of opportunities in their community - ensure an intellectually challenging education - builds understanding of Ohio Learning Standards (Gibbs & Howley, 2000; Smith, 2002a; Sobel, 2005; Wood, 1992) - strengthens community ties (Thomson, 2008) - provide an authentic context for developing literacy practices in low socio-economic communities (Comber, et al., 2006) - show a reduction in attrition & student disengagement in disadvantaged schools (Smyth, Angus, Down, & McInerney, 2008) - significantly improves achievement for students at-risk of dropping out of school (Marcus, 1998) - elevate students’ quality of life through better understanding of places, culture and a sense of pride in their communities (1998) - improve the students’ access to learning and the world (Smith, 2007) shows great in students’ confidence, academic skills & connection with the community (Takano, Higgins & McLaughlin, 2009) - can increase student engagement, make the curriculum more authentic and relevant for students, & will be qualitative in nature. It will be performed on a questionnaire given to 2,000 students in 2013 and 2014, more than 750 survey questions will be utilized. The iPads will serve as a tool for students to enhance learning and make current information easily accessible.  

The adoption of PBE in challenging communities helps to create opportunities for students to learn about and care for the social wellbeing of the communities as well as connect the schools with communities as part of a concerted effort to improve student achievement. PBE offers a progressive alternative to the school curriculum that is particularly alienating for many students. This is achieved by providing locally produced knowledge via an integrated transforming curriculum that brings in their communities and extends to a global landscape. Students learn they can become valued members of society, engage in worthwhile learning experiences and contribute to the betterment of their communities. PBE has been found not only increases student agency but also to:

- Increase academic achievement
- help students develop stronger ties to their community
- promote heightened commitment to civic engagement
- encourages students to tap into the great spectrum of differences in their community
- ensure an intellectually challenging education
- builds understanding of Ohio Learning Standards
- significantly improves achievement for students at-risk of dropping out of school
- elevate students’ quality of life through better understanding of places, culture and a sense of pride in their communities
- improve the students’ access to learning and the world

This timeline annually for the duration of the five year fiscal period. This timeline annually for the duration of the five year fiscal period. June 2018: Implementation team will monitor student and teacher iPad usage. Continue embedded teacher professional development and incorporate student-led assignments throughout instructional planning. Team will also convene on a quarterly basis to evaluate effectiveness of iPads in instruction and student learning.

**PROGRAM ASSURANCES:** I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “Accept” and
indicating your name, title, agency/organization and today's date.

Lori Ward, Superintendent, Dayton Public Schools 10/25/13