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Adjusted Allocation: 0.00

Remaining: -484,608.00
A) APPLICANT INFORMATION - General Information

1. Project Title: DigiLit

2. Executive summary: Please limit your responses to no more than three sentences.
DigiLit is an innovative project that will completely redefine the look and feel of the elementary school classroom to engage students and significantly improve student achievement. The DigiLit project will develop, implement and test an innovative model of English Language Arts (ELA) teaching in PreK special education and elementary classrooms by infusing digital tools and software in ELA instruction to accelerate literacy learning and increase students' exposure to academic content vocabulary. DigiLit is also designed to include the family and further cement long-standing partnerships with local Universities and the local Library system to widen access to 21st century literacies without increasing long-term costs.

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

2100 3. Total Students Impacted:

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

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

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Michele Evans, Ph.D.
Organizational name of lead applicant
Cleveland Hts.-University Hts. City School District, Gearity Elementary PDS
Address of lead applicant
2323 Wrenford Road, University Hts. OH 44118
Phone Number of lead applicant
216-320-4850
Email Address of lead applicant
m_evans@chuh.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

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

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

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

The current state or problem to be solved; and

**PROBLEM:** Despite no small effort (at no small cost) to improve reading achievement in Ohio, particularly among at-risk students, progress has been painfully slow. The 2013 National Assessment of Education Progress (NAEP) in reading reports no significant change in grade 4 reading from 2011. The percentage of 4th graders demonstrating below basic proficiency in reading has hovered around 29% since 2009. This trend is compounded by persistent (and widening) gender gaps where girls outperform boys in reading achievement by at least one year. Gearity Elementary School is currently rated with an “F” on the newly designed report card both in overall value added progress and in closing gaps. If not enough, a growing chorus of educators laments students’ abilities to apply technology to real world issues. Kids are digitally savvy when it comes to gaming, texting, and social networking, they argue, but digitally challenged when it comes to information (NASBE, 2014). Many lack the digital literacy skills they need for learning: (a) to locate, evaluate, use and create information; (b) understand and use information in multiple formats from a wide range of sources; (c) to perform tasks effectively in a digital environment; (d) read and interpret media, to reproduce data and images through digital manipulation, and (e) evaluate and apply new knowledge gained from digital environments (Jones-Kavalier & Flannigan, 2014). On the recent digital learning report card (Foundation for Excellence in Education), Ohio earned a ‘D’ in progress toward high quality digital learning. The 2009 PISA test of student performance in digital reading, navigation and computer use also showed the strong influence of socio-economic status (SES) on digital reading performance. And, while the U.S. did not participate, the digital divide linked to SES nonetheless exists here with implications for digital reading performance (ACEReSearch, 2012; http://www.pewinternet.org/topics/digital-divide/).

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

**SOLUTION:** At the nexus of the student performance problem is stagnation, not only in literacy achievement, but also in ELA teaching. While disciplinary content is critical for economic advantage in a changing world, it is facility in reading, writing, speaking and listening that fuels successful navigation of our increasingly global and technological society. More than ever, it is important to ground subject matter content and digital inclusion in the ELA skills that students need to become and remain informed, engaged and discerning in an ever-rapidly changing technologically-infused world. DigiLit is an innovative ELA model designed to impact two problems: (1) persistent achievement gaps in English Language Arts (ELA) among subgroups such as students with disabilities, economically disadvantaged students, and minority students; and (2) the need for the early development of strong digital literacy skills to access the rich resources of the digital environment for future success in our digital society. DigiLit will infuse academic content and digital literacy into ELA instruction with the following goals: (1) increase students’ reading achievement by 10% annually; (2) increase reading and writing frequency, duration and volume by 15% annually in digital textbooks at school; (3) improve proficiency in digital literacy skills (see above) by 25% annually; (4) increase knowledge of academic content vocabulary by 500 words on average; 5) improve ELA teaching effectiveness by 15% annually on best practice protocols; and (6) re-allocate district resources to support the digital literacy environment by 15% annually. THE DIGILIT CLASSROOM: The DigiLit classroom is a flexible, participatory environment that weaves together virtual and physical learning spaces. It includes common and studio-like learning areas where students network, collaborate and interact meaningfully using digital tools/apps to read, write, talk, construct, share and think. In project-based audio/visual/digital “activity pockets” students explore, experiment and problem solve in ways that accelerate conventional and digital literacy skills, and develop content knowledge. Using iPads, students, for example, take on the role of digital reporters to raise school-wide awareness about a local issue (e.g., clean water). DigiLit will involve remaking the physical space of the elementary school classroom into an environment to support 21st Century learning that includes technology (e.g., rolling tables and chairs to support student work that moves from individual work to small groups to whole class). The DigiLit project includes: (1) monthly professional development for teaching staff; (2) routine in-classroom consulting/coaching; (3) formative assessments in a school-wide assessment system; (4) organized and regular support systems; and (5) development and enhancement of partnerships. PARTNERSHIPS: The DigiLit project is designed to infuse digital literacy into the school and include the family and larger community. Partnerships with the JCU teacher education program, the local library, and parents will enrich and extend DigiLit by increasing its instructional capacity, leveraging library staff as media mentors and actively involving parents through the use of social media. For example, parents will be involved in classroom blogs/pods featuring current learning products; Instgrams and data dashboard links. Staff at the local Library system will post regular features on the school web site (e.g., top eBook picks) and vice versa to spotlight student learning (e.g., infoPower [student-narrated powerpoints]). They will work with the Gearity PTA to host a bi-annual iPad Learning Commons for Parents and Kids, among other events. Working in concert, these partnerships optimize the language arts, personalize learning based on students’ interests and needs, provide a variety of supports and create excitement for learning in families and the wider community.

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9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

**Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.**

- [ ] Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, etc.).)

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DigiLit will develop, implement and test an innovative model of ELA teaching in PreK special education and elementary classrooms (Pre-K-G5) that increases access to literacy, content knowledge and digital skills. The model incorporates disciplinary content into an ELA block and cultivates a “growth mindset” that ability can be increased by effort. DigiLit students will demonstrate an average 10% gain annually in pre/post formative measures of essential reading skills (decoding; fluency; comprehension), and on G3 OAA reading achievement scores. This will be achieved through: infusion of technological tools in the classrooms; intensive professional development and coaching to effectively instruct and engage students in using these tools; and collaboration among the school, local universities, the local library system, and parents. INSTRUCTIONAL COMPONENTS: DigiLit consists of four components that integrate disciplinary content and digital tools into ELA teaching: (1) selecting high quality digital materials and tools; (2) creating high functioning digital learning environments; (3) engaging students in reading and writing to understand the use of digital tools; and (4) incorporating academic content vocabulary into ELA instruction and assessment. These components converge in a DigiLit Block, consisting of 135 minutes of daily ELA instruction to develop print and digital literacy skills (90 minutes) that are applied in content area units (45 minutes) using an understanding by design (UbD) approach (Wiggins & McTighe, 2005; 2011). Teachers will design UbD units that (a) meet Ohio Learning Standards-ELA; ISTE-Digital Learning Standards; (b) are content-rich; (c) include digital literacy performance tasks; and (d) involve well-paced learning activities. Interactive e-reader software (Storia; LightSail) with embedded assessments will be used alongside print books to provide quality fiction and non-fiction titles. MONTHLY PROFESSIONAL DEVELOPMENT (PD): Monthly PD will use a blended online/offline approach with follow-through in building/grade level team meetings that will be delivered to develop key concepts and skills of digital literacy, defined as “knowing how technology and media affect the ways in which we go about finding things out, communicating with one another, and gaining knowledge and understanding; also understanding how technologies and media can shape and influence the ways in which school subjects can be taught and learned” (Hague & Williamson, 2009; Lankshear & Knobel, 2003). Each PD session will focus on evidence-based practices in ELA instruction, and the integration of digital literacy knowledge and skills into instructional approaches and techniques. Digital literacy for teachers is the ability to use digital tools and resources as an integrated part of their pedagogical content knowledge and be aware of what implications this has for teaching, learning strategies, and meeting Ohio’s New Learning Standards in ELA. IN-CLASSROOM COACHING/CONSULTING: Routine in-classroom coaching and consulting will support changes in teachers’ digital competence, usage and innovation in the digital domain for effective teaching of ELA; model and assist with specific strategies for improving students’ digital literacy skills and achievement; and cultivate a “growth mindset” in the classroom community that high literacy achievement is developed through effort and practice. FORMATIVE ASSESSMENT: Formative assessments will monitor the implementation of DigiLit into instructional at both classroom and building levels; assess fidelity of implementation to the teaching model; use data to provide timely, constructive feedback that supports data-based instruction; and provide information on what works (or doesn’t work) for sustainability at school and district program levels. The program is designed with feedback loops to monitor progress and continuously improve the success of the project and achievement of students.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

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

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

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

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

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

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

Enter Budget

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

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

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

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

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

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

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

484,608.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The majority of the expenses during the grant project year are a one-time outlay of funds for hardware and software to create the digital literacy environment (67%) while 30% involves professional development and the remaining 3% is for IT consulting services. Each of the thirteen Garity PDS classrooms will be transformed: the digital classroom includes tables and walls that are digitally writeable for students to explore and share work; chairs that roll easily around the room so students can move from one group or digital node to another; iPads and Chrome books to access e-books, e-texts, applications (apps) and other content; video and audio software for recording and editing; portable whiteboards; mini-3D printers; construction software apps; and power-strips and power boosters to ensure against interruption in power.

**PERSONNEL ($23,100):** sub coverage for PD sessions: 1 full day per month ($110) for 21 teachers x 10 months, August 0 May. **FRINGE BENEFITS ($4,036):** @ .1747. **PURCHASED SERVICES ($135,908):** Consultants: JCU literacy, digital literacy and PD @ $500/day - Dr. Kathy Rokos, Team Lead @ 32 days ($16,000); Dr. Cathy Rosemary @ 20 days ($10,000); Dr. Amy Hoffman @ 18 days ($9,000); total $35,000 + .15 benefit rate = $40,250. CWRU digital classroom/environment consultant Dr. Wendy Shapiro @ $500/day for 18 days = $9,000 +.15 for benefits = $10,350. CSU evaluator Dr. Justin Perry @ $110/hr for 150 hours ($27,500) + .15 benefits = $33,275 PLUS $8,470 summer research salary, benefits = $10,429 PLUS Ctr for Urban Ed Asst Dir summer research salary @$7,222, benefits = $8,739; TOTAL = $51,903. University of Akron Assoc. Dir of the Center for Literacy Jeremy Brueck @ $385/day for 20 days = $7,700 + .15 for benefits = $8,855. Ten contingency days for consultants @ $500/day plus .15 benefits = $5,750. IT management, set-up, consulting support for new equip: $15,000. Internet access: Adobe Connect web conferencing annual subscr $1,000. Net Gear - access points to boost wireless signal (1/classroom for 13 classes and school library) @ $200 = $2,800. Google cloud storage for Chrome books and Google Apps (free). **MATERIALS/SUPPLIES ($107,666):** for iPads: 15 apps @ $4.50 ea x 350 children + 21 teachers = $25,043. Wearable, mountable camera kits (5 kits) @ $270 ea = $1,350. Image, sound, video editing software for 7 G2, 3, 4, 5 classrooms @ = $16,250. LightSail adaptive literacy platforms for text, analytics built in, annual subscription @ $72/student + $6 set up fee + one-time fee of $50/student for library of titles = $19,200. Storia 3-year subscription for 2,000 titles @ $2,000. Lego construction, story starter classroom packs ($250/classroom for 12 classrooms) and LittleBits basic electronic construction kit ($99 ea for 12 classrooms) = $4,188. 90 headsets with microphones, $25 ea. = $1,250. 36 interviewing microphones, $25 ea = $450. Portable white boards (13 double-sided) - $60/whiteboard for 13 classrooms = $780. Chairs on wheels to reconfigure the classroom environment as needed: 5/classroom for 13 classrooms @ $125 ea. = $1,625. Otterbox Defender cases for iPads, iPad minis, Chromebooks = 13,151. Otterbox Defender cases for the iPad = $26,311. **EQUIPMENT $213,868. 12 Lenovo interactive tabletop PCs @ $1,500 ea. = $18,000. 9 Writable walls with Idea Paint for *digital* literacy creation corners: @ $300 ea = $2,700. 9 writable walls (Idea Paint) in the "digital literacy creation corner" - $300 ea. = $2,700. 300 iPads with warranty - $398 ea x 300 = $119,400. 50 iPad minis for library sets to circulate among students = $19,900. Chromebooks - 35 for 2nd, 3rd and 4th grade classrooms @ $250 ea = $7,850. iPad and chromebook carts for storage and charging for classrooms and library @ $1,000 ea = $15,000. 7 IMACS as sync stations for iPads @ $999 ea = $6,993. 3D Makerbot Replicator Mini printers @ $1,375 ea = $4,125. 6 easels from Steelcase, $1,000/36" easel = $6,000. 36 rolling tables on casters @ $500 ea = $18,000.

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

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

DigiLit incurs minimal recurring and no new costs after the implementation period. Total recurring costs: $16,200 except in FY18, when the cost is $18,200. Restructuring the use of resources covers key project items and tasks. Recurring costs include $11,700 for annual seat licenses for 150 students in grades 3-5 for LightSail, an adaptive literacy platform for eReaders and text with analytics built in. Storia, a 2000-title academic content library for eReaders is a 3-year subscription. The $2,000 cost to renew Storia is included in FY18. A $1,000 web-
If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

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

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

DigiLit is expected to reduce costs by a net $14,453 annually over the five-year period after initial implementation, except in FY18 when an online renewal reduces the amount to $12,453. Total annual reductions are estimated at $30,653 through reduction in current consulting fees, online and paper classroom materials for students, and paper costs budgeted for each Gareity classroom. Purchased services will be reduced by $16,000 through elimination of literacy professional development (PD) provided by a private agency and currently paid out of general funds. Gareity's PD will be supported by the partnership with John Carroll University with the expectation that Gareity PDS will assume increasing responsibility. Gareity will continue to use existing print materials in conjunction with digital resources to use up the life of the print materials, but future instructional materials will be digital. Annually recurring costs that will be eliminated include: paper subscriptions to Time ($1,233) and National Geographic ($1,500); and Reading A-Z ($4,500) which duplicates DigiLit tools. This reduces student materials costs annually by a total of $7,233. Finally, although we recognize that full elimination of the use of paper and paper products is unrealistic, we estimate reducing the use of paper for copying instructional and other materials by 80% to 90%. Given the substantial use of paper copies in Gareity's elementary classrooms, this will reduce pupil support materials by an estimated $7,420 annually: 11 sheets of paper/day/student x 180 school days x 350 students @ $0.53/case = $7,420. As reported in Question 13, project costs associated with e-device upkeep are minimal: the elementary students will have access to Heights Libraries e-readers/iPads to check out and take home but all other devices will be used within the building and under the guidance of teaching staff. The units are warranted initially as students and staff become accustomed to using e-devices and reduces the amount of time. IT will discontinue replacing or repairing the older technology currently assigned to Gareity PDS - 5 carts with 4 and 5-year-old laptops and the computer lab desktops. The district IT department is currently being redesigned and deployed after a study of operations to better support technology in the schools which will benefit Gareity during and after this transformation to the digital literacy environment. Improving the building Wi-Fi infrastructure and training teachers and administrators on how effective use of the technological tools for digital literacy are one-time costs, front-loaded for intensive training and implementation during the grant year. Ongoing professional development (PD) costs are already part of the district and building financial forecast. A further cost savings calculated at $31,150 represents the savings realized through the switch from a hard copy basal set of readers and associated supporting materials, to the digital environment and e-textbooks. CHUH last adopted an ELA basal in FY07. Anticipating a new adoption within the next two years, Gareity will reduce the total cost of introduction by purchasing seat licenses rather than the full text. Typically, e-textbooks are 40-50% less costly than traditional texts ($178/student x 350 students = $62,300 x 50% = $31,150). This is not included in the Straight A spreadsheets because the timing of new adoption is not certain. Through e-textbooks, students will have up-to-date information. On a tablet, e-textbooks can be updated instantly (new editions or information reduce costs for purchase of new hardware, software, or new physical copies of textbooks); dictionaries are integrated; multimedia is tied in; the texts are never out of stock - and the tablet or other device is
15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Once in place, DigiLit is self-sustaining through restructuring the resources focused on the elementary classroom. The DigiLit model’s interlocking components (digital tools, environment, engagement, instruction) are integrated into the instructional system of the classroom, school, district and local library. The shift to tech/print tools (e.g., eReaders; learning software) is sustained through the annual reduction of print materials and paper described in Question 14. The adaptation to new interactive digital tools is sustained by the re-configuration and upgrade of the classroom physical environments to accommodate new ways of reading, writing, communicating and learning. This new environmental “press” to use interactive e-tools and learning software supports and sustains student engagement with books, reading activity and academic content that fuels achievement. Similarly the digital shift that the DigiLit model demands is reinforced in teachers’ daily ELA instruction that integrates a disciplinary content focus and the feedback it affords. Feedback from a variety of sources, in turn, is gathered, studied and evaluated by building and grade level teams through the Ohio Improvement Process as Teacher-Based Teams (TBTs) to further inform the digital teaching model, continually incorporating new knowledge and refinements based on experience and practice. The model will be sustained in CH-UH’s Gearity PDS because it will be embedded in daily school operations: the use of digital tools will be encouraged, supported, and made accountable through TBT meetings and Building Leadership Team (BLT) oversight; effective selection of how and which tool to use for instructional delivery will be supported through ongoing district and school professional development that is an annual district activity; and maintaining the digital tools and classrooms is one of the activities of the district IT department. Moreover, the DigiLit model includes student-teacher field and clinical teaching experiences with university professor input through the ongoing partnership with John Carroll University, which works to support the model beyond the local elementary school instructional context by transporting it to future teachers’ classrooms. That the model calls for a strong link to local library services and includes local library staff further reinforces and maintains its implementation by extending the reach of the ELA instruction to families and the wider community. In the larger sense, the DigiLit project is self-sustaining because it creates a powerful learning network among educators, librarians and parents that advocates for a greater share of school resources committed to increasing students’ literacy achievement in a digital environment.

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

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range: PRE-PLANNING: INITIATED 9/2013 AND ONGOING

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

Significant pre-planning has occurred among partners to the DigiLit project. DigiLit was developed through discussion among an existing long-standing partnership between staff from Garity Professional Development School (PDS) and John Carroll University (JCU) which is within walking distance of Garity. Garity, one of seven elementary schools in the Cleveland Hts.-University Hts. District (an inner ring district to Cleveland), has worked with the John Carroll Education faculty for more than seven years to develop a solid and enduring partnership to train JCU teachers at Garity while providing professional development and support to the Garity staff. The seed of the Straight A project grew out of ongoing Garity-JCU dialogue concerning student progress and needs (especially around literacy), use of technology, and the need for staff training in the effective methods to instruct using technological tools. Given the long-term relationships of Garity principal Michele Evans, Ph.D. and John Carroll professor Kathleen Roskos, Ph.D. with others in the local educational field, planning then grew to
19. Summative Evaluation

* Anticipated barriers to successful completion of the implementation phase.

Much of the planning for DigiLit has already been accomplished to develop the project for submission for funding. DigiLit has been designed to begin within weeks of the notice of an award and the start of the FY15 school year. The team is in place and prepared to swing into action. Professional development for staff and discussion with parents and community partners will begin with the grant award meeting. Student involvement will begin with delivery, installation and training with the digital tools. Start-up barriers for planning include securing key resources, developing a do-able management plan and calendar, orienting participants to the project and producing clear guidance documents for implementation. To mitigate potential barriers, Dr. Evans (the project manager) will convene the Project Team (partners and consultants) to formalize the overall work plan for product purchase; classroom design; professional development/coaching activities; ongoing assessment and evaluation, as well as to map the 90-day cycles. She will arrange for a 1-day Project Orientation for all participants in August. She will convene a meeting with the IT and building departments internally to ensure quick and effective delivery, set-up and support for the equipment, software and furniture. Dr. Evans will ensure the data for the control groups of students from other CH-UH district buildings is available for the evaluator. Communication and coordination among partners can be a challenge with a wide-ranging group. To overcome this, an initial step in implementation upon grant award will be the creation of a complete project year calendar including meeting times, dates and locations (as well as Project Cycles, evaluation dates, etc.). Some meetings may be status update meetings that occur using tools such as webinars, while a specific number of meetings will be face-to-face among partners.

18. Implementation - Process to achieve project goals

* Date Range 8/1/2014 - 5/29/2015

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

A 90-Day Cycle approach, developed by the Carnegie Foundation, will be used to support implementation of DigiLit. 90 Day Cycles offer a systematic mechanism for producing and testing models in support of improvement and change, allowing project teams time and opportunity to (a) conceptualize frameworks; (b) prototype processes, tools and practices, and (c) test to gauge potential efficacy of a model's components. PRE-CYCLE UPON PROJECT AWARD (8/1-8/29): The team will complete start up tasks: (i) consultant contracts; (ii) PD curriculum content and delivery formats; (iii) equipment/furniture purchase; (iv) eReader literacy platforms and resources; (v) communication plan to inform teachers, parents, and community; (vi) coordination with library leadership for media mentor training; (vii) formative/summative evaluation tools and (viii) a set-up/project implementation timeline/calendar that includes all project partners and the district IT dept. By August 29: the project team will finalize the project management plan and calendar around three cycles of implementation.

IMPLEMENTATION CYCLE 1 (9/1-11/28): Pre-test data will be collected. Monthly Project team meetings will ensure partners and staff are clear regarding activities and can resolve challenges as they are. By 11/28, DigiLit will be fully implemented in a sub-sample of 7 PreK-G5 classrooms to test and refine components. The Project Team will use PLAN-DO-STUDY-ACT for data collection and analysis across activities; a one-page Cycle Summary report will be prepared and disseminated to the team to discuss any needed modifications. CYCLE 2 (12/1-2/27): By 2/27: The model will be phased into the remaining 6 classrooms to further test and refine the model. The Team will implement lessons learned from Cycle 1 and test the replicability of key prototypes. CYCLE 3 (3/2-5/29): By 5/29, the model will be fully implemented to refine and plan for district-wide 4-year replication. Student post-test data will be collected.

* Anticipated barriers to successful completion of the implementation phase.

Changing the culture of an entire school to adopt an innovative digital environment is the greater barrier. Fixsen, et al (2005) highlight the hazards of implementation in practice, noting the forces of fear of change, inertia, and investment in the status quo combined with the difficulties of disruption and doing things differently. DigiLit uses a design research approach that starts with an end in mind, then systematically tracks what is required of procedures, materials, and processes to reach that goal (Reigeluth & Frick, 1999). Inevitably there are complex issues in implementation that affect the entire endeavor (e.g., sufficient flexibility to allow new practices). The 90-Day Cycles serve as a 'governing' device to manage problems, resolve issues, advance the work, and build on knowledge going forward for all school staff and partners. For example, if monitoring during the first Implementation Cycle indicates teachers' challenges developing effective digital lessons, the project team will narrow its attention to a focus that informs the model's efficacy (e.g., lesson design). The Project Team will monitor focal areas such as: (1) fidelity to the ELA instructional block, including a 45 minute content unit and vocabulary instruction; (2) coaching for adaptive expertise (Bransford & Darling-Hammond, 2005); (3) formative assessment for instructional improvement; (4) support systems for data management and reporting; and (5) partnering via online and social media networks (e.g., Twitter; blogs; school web site). The team will implement lessons learned from each Cycle to test the replicability of key prototypes (processes, procedures, structures). Other barriers include infra-structure, connectivity and tech tool challenges. To mitigate these challenges, top district officials have been included in internal meetings and signaled support. Where possible, tech support has been written into the project (e.g., hotspots to boost connectivity, warranties for breakage).

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

* Date Range 6/1/15 - 6/30/15

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

By June 30, 2015, the team will make final refinements to the model, collate results and summarize the project. The team in collaboration with external evaluator Justin Perry, Ph.D. will block off time for writing a summative evaluation that describes the model, the context for implementation, methods used to collect and analyze evidence, the results, and conclusions and recommendations. Deliverables include: classroom installation specification document for digital + furniture resources; digital environment design principles for re-configuring classroom space; professional development slide decks for online/offline teacher learning; DigiLit Exemplars (grade level case studies); InfoGraphs; and sample Project Cycles for replicable implementation. All deliverables will be available and downloadable from a district-wide...
Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

CHANGES IN INSTRUCTIONAL PRACTICES: Through participation in DigiLit we expect the educators, students and librarians involved in increasing their digital literacy skills and demonstrate the characteristics of technological literacy. Technology literacy is commonly defined as the ability to responsively use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century (State Educational Technology Directors Association National Leadership Institute). TEACHERS: The technologically literate teacher recognizes the pervasive presence of technology in everyday life and is familiar with the benefits and limitations of an instructional design process in ELA curriculum delivery. Teachers will know some of the ways technology shapes teaching and learning, as well as how digital resources are also shaped by their users. They understand concepts and terms of digital tools and materials, and their applications in education, the classroom, the library and the home. They demonstrate a range of hands-on skills in using digital tools and resources with confidence (and grace). STUDENTS: Students will have learning transformed through exciting, up-to-date, interactive materials. They will be able to pursue and access information about topics of interest more readily (with lightning speed) and they will exhibit greater engagement and satisfaction with learning. They will have ample opportunities to practice and hone their digital literacy skills. The project enlivens and encourages subject-specific learning (such as STEM learning in the ELA instructional context) and opens up a wide range of creative ways for students to communicate and share content learning and academic language using multimedia. Students will increase their ability to collaborate and create with their peers, while also being encouraged individually to explore subjects of interest deeply. PARENTAL INVOLVEMENT: Garity PDS is committed to increasing parental involvement in supporting their children's academic learning and ensuring the responsible use of digital tools through traditional as well as social media contexts (e.g. blogs; twitter). As part of OTES, several teachers are using non-traditional approaches to improve and increase parental involvement. Parents are responding to these opportunities in increasing numbers (a recent literacy night brought the parents of 100% of students reading below benchmark to the school). COMMUNITY: The school is also committed to stronger linkages with Heights Libraries in bringing about the conversion to digital textbooks at school, at home and in the community. Recently library personnel oriented parents to the resources available to them at/through the library. Parents were exposed to digital tools to use in reading at home. DigiLit will further strengthen these emerging linkages by fully integrating library staff into the ELA program as media mentors for Garity parents. CHANGES IN ORGANIZATIONAL PRACTICES: The increased use of electronic devices will lead to increased allocation of IT resources at the elementary level, where digital classroom infusion has been slow to take place. It is anticipated that collaboration among teachers in the project will occur across grade levels more frequently as a result of the PD. Although teachers regularly collaborate at their grade level weekly PLC/TBT meetings, cross-grade level collaboration occurs only monthly at brief staff meetings. The whole school approach to DigiLit brings PreK-G5 teachers together around a common set of practices and academic content studies. As an innovation, DigiLit will afford teachers the opportunity to engage in action research that can contribute to the wider professional community. The project also promotes libraries as 'learning hubs' for connecting school, home and community to help students meet Ohio Learning Standards.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction
The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

DigiLit was developed for two reasons. One, students are growing up in a digital world. They must learn how to navigate, collaborate and communicate in an increasingly technological and global social, civic and work environment. Given the constantly evolving nature of technology, acquisition of digital literacy skills is vital for college and career readiness and the process of lifelong learning (Dobson & Wilinsky, 2009). Two, teachers need to learn how to EFFECTIVELY use the digital tools they have, and newer digital tools, to teach the ELA of today and tomorrow. Unfortunately too many districts have trained too few administrators and teachers who can lead the digital transformation (Jones-Kavalier & Flannigan, EDUCAUSE). Technology-based instruction can reduce the time students take to reach a learning objective by 30-80% (FCC, Digital Textbook Playbook, 2012). Real-time data can help teachers provide feedback to individual students that immediately scaffolds their skills, personalizes learning and keeps them on pace to reach expectations. For all students, mobile tech tools can hold hundreds of books on one device, plus homework, quizzes, and other files. Tablet storage space literally affords students a "library in their pocket" that can increase incentive and reading volume. Tablets offer the ability to highlight and edit text and write notes, have a built-in dictionary, and include interactive diagrams and videos that increase student creativity, motivation, attentiveness, and engagement with content. That today's students need digital literacy skills to reap the benefits of e-learning is no longer a matter of debate. Yet in too many classrooms, the incorporation of digital resources into instruction and assessment is very weak. Evidence that digital tools/software strengthen students' achievement, however, is mounting (Nestea, 2012). Studies report that multimedia learning is an incentive in younger and lower performing students and that feedback in ebooks and apps plays a powerful role in learning. Most promising are built-in tutors that increase students' vocabulary and recall of content (e.g., Smeets & Bus, 2013). To tap the digital potential, teachers need to learn how to incorporate new age technologies into practice. PD research shows that alignment with standards, quality of professional development providers, frequency of sessions, and job-embedded coaching promote support teacher growth and change in teaching practice (Wei, Darling-Hammond & Adamson, 2010). Growth structures include: (1) grade-level teams that focus on student work using protocols facilitated by well-prepared leaders (Galimore, Ermeling, Saunders & Goldenberg, 2009) and (2) differentiated literacy coaching that involves conferences, administering assessments, modeling lessons and observing other teachers meet specific needs. Using intact building/grade levels teams provides a PD mechanism that leads to continuous improvement in practice. Partnerships with teaching colleges are value-added, especially when teacher educators are ad hoc team members of building teams. PILOT PROJECT: This spring, preliminary assessment of the potential impact of the DigiLit-ELA model is underway in 14 PreK-grade 3 classrooms. A small-scale study is being conducted at Gareity to examine the use of digital textbooks in ELA instruction for functionality and efficacy in increasing students' reading motivation (grades 1-3) and STEM vocabulary (PreK-grade 3). Classrooms are assigned to either a print or digital condition. Each teacher implements a 45-minute STEM segment in the ELA block that focuses on vocabulary learning. The study is in progress; however, based on formative data, we anticipate higher student engagement and vocabulary gains in digital classrooms with lower performing students and boys benefitting the most. We project moderate levels of teacher fidelity. Final results will inform DigiLit planning.

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

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

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

DigiLit will be evaluated by an external evaluator, Justin Perry, Ph.D., Director, Center for Urban Education, Cleveland State University, who will conduct the initial evaluation and develop protocols. To evaluate the overall impact of the DigiLit project, the main analytic methods to be employed will be: (a) analysis of covariance (ANCOVA), (b) clustering correction of the statistical significance of effects, and (c) Benjamini-Hochberg correction of the statistical significance of effects estimated with multiple comparisons. Based on these procedures recommended by the What Works Clearinghouse (WWC) for computing effect sizes (i.e., Hedge's improvement index), the post-test DIBLES assessments of literacy basic skills, including comprehension at G3, will serve as the dependent variable within the context of a quasi-experimental design of a size sample of approximately 350 treatment group students and 350 comparison group students. Classrooms at other elementary schools in the same district will be matched according to grade, demographics (race/ethnicity, gender, and reduced/free lunch status), and pre-test scores on the DIBLES. At the pre-K grade level, retrospective analyses will be conducted to compare prior student performance on key variables (e.g., alphabet knowledge/word recognition [K-RAL data]) with students receiving the intervention in DigiLit year one. All elementary students in the district will have taken the DIBLES at pre/post data points. In this design, causal inferences can be drawn with group equivalence established, as well as with the use of statistical adjustments to control for covariates. By the time of the scheduled analyses (Phase 3), post-test DIBLES scores will be available. The gap between boys and girls on the DIBLES will be a focal subgroup analysis.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

In addition to evaluating success in meeting the long-term objective of improving reading achievement progress toward the project's short-term objectives (#2, 3, 4) will be measured through various analytic methods. Progress toward Objective 2 (reading/writing volume) will be assessed by measuring percentage change in frequency and duration of time spent reading and amount of writing (mean no. of words) at the end of each 90 day cycle using descriptive analyses, t-tests, or repeated-measures ANOVAs and (b) a content analysis of book titles accessed before the end of each cycle. Second, progress toward Objective 3 (digital literacy skills) will be pre/post assessed for mean gain based on a prototype measure developed early in Cycle 1. Objective 4 will be monitored using a 5 minute vocabulary CBM weekly on a subsample of low, average and high performing students (n=3-5) linked to an online excel data base; a single case B design will be used to track mean number of words learned per week indicative of overall classroom performance (as the unit of analysis). Progress toward Objective 5
23. Describe the substantial value and lasting impact which the project hopes to achieve.

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

Please enter your response below.

DigiLit has been designed to improve student achievement in English Language Arts (ELA) and increase digital literacy for special education PreK through grade 5 students through completely shifting the elementary classroom emphasis on paper and pencil with some digital work thrown in, to a fully integrated digital environment. Project activity will unfold through three defined Project Implementation Cycles that allow for close progress monitoring and continuous feedback loops. Staff will receive intensive professional development and coaching during the grant year while parents will receive support from the local library system. Use of research-based processes, partnership with local university staff for best practices, close monitoring by an inclusive but diverse project team, and ongoing feedback loops will lead to successful project outcomes. These outcomes include: an increase in students’ reading achievement by 10% annually; reading and writing volume by 15% annually, improve digital literacy skills by 25% and increase academic content vocabulary by approximately 500 words on average during the program year. It provides an organized framework for launching a digital convergence that considers: (1) Ohio Learning Standards - ELA and academic content goals (e.g., STEM); (2) broadband and bandwidth capacity; (3) connectivity; (4) access to devices; (5) an innovative ELA curriculum model that includes academic content language; and (6) relevant structural supports (e.g., PD; leadership; partnerships). The elements of DigiLit are designed to lead to district self-sufficiency in delivering effective digital instruction with an emphasis on reading, writing, speaking and learning to listen. Increasing teacher efficacy in the use of the tools will allow for scale-up throughout the district to the other elementary schools using a train-the-trainer approach. Partnerships with University personnel and the local library will be strengthened and lead to additional opportunities to collaborate. Improved administrator relationships with district IT personnel, as well as involvement of IT with academic classroom needs will improve as equipment is serviced for the long-term. The greatest value and impact will be seen in student success, moving students who stumble through the language arts (especially reading) and just tolerate school to more active exploration of topics that interest them, reading and writing with greater facility, gaining academic vocabulary for deep content learning, interacting in a digital environment, and playfully exploring ideas and skills with digital tools. Students will work together in teams, in small groups and individually as they explore, experience and evaluate their own learning, reading widely on a variety of content area topics. Lessons learned from the project will be disseminated to other education providers in Ohio through the Ohio Education Research Center and the Ohio STEM Learning Network. It will be spotlighted on the Gearity website, and shared with a wide range of teachers and other stakeholders via public announcements, electronic newsletters, and social media outlets through the OH-UH district. The library media mentor role and impact will be shared with the school library community and the American Library Association at large. Further, information about the project will be widely disseminated to teacher education programs state-wide and nationally including but not limited to newsletters, lectures/symposia/forums and at multi-institutional conferences such as the American Association of Colleges of Teacher Education (AACTE) and the American Education Research Association (AERA).

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

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

* Student Achievement

OBJECTIVE 1: STUDENTS: increased number of students at or above average in reading achievement. This project will focus on measuring reading achievement given its consequences for academic success. Existing formative and summative measures in the district’s assessment system will be used to measure gains in reading achievement at each grade level per the established assessment schedule. We estimate an increase in the number of students at or above cut scores/benchmarks on standardized and/or CBMs at 10% annually in PreK-grade 5. OBJ 2: STUDENTS: longer periods spent reading more books within the lexile range of the appropriate grade level band. What reading does for the mind (Cunningham & Stanovich, 1998) has been well documented by research: reading has cognitive consequences spiraling either upward or downward with profound implications for lifetime achievement. Reading volume, therefore, is both a short- and long-term objective that will be measured formatively using data built into e-reader software that logs students’ reading choices, frequency and duration. We project a 15% annual increase in reading volume (frequency, duration, variety) among students in G2-5. STUDENTS:
increased writing about reading to improve language comprehension (oral; written). Writing volume will be measured formatively based on digital portfolios built into the e-reader software. Individual student portfolios will be evaluated two times a year (fall, spring) using a rubric developed in year one. We anticipate satisfactory rubric scores annually for 80% of the students in the G2-5 grade band. OBJ 3: STUDENTS: An age-grade-appropriate performance task will be used to measure students’ proficiency in digital literacy skills (e.g., making things, i.e., interactive stories). Grade level performance tasks will be designed and piloted in year one to develop protocols and scoring. Given the lack of grade specific digital skill measures, we cannot estimate performance levels at this time.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

VALUE-ADDED PARENTAL INVOLVEMENT: A survey will be used to assess the extent to which DigiLit: (a) regularly provides specific, relevant activities that families can engage in at home; (b) provides guidance and education for parents in the effective use of digital tools for their children’s reading and learning; (c) uses homework assignments, where appropriate that are a valuable use of family time; and (d) communicates regularly with families about literacy and STEM learning in ways that are honest, respectful and useful. VALUE-ADDED TEACHER EDUCATION: A stronger, more active partnership between the JCU teacher education program (reading practica; field placements; clinical placements; teacher educator ad hoc building/grade team membership) and Gearity is an anticipated outcome although the value-added of the partnership will not be benchmarked. Evidence will include increased field and clinical placements in DigiLit classrooms; increased number of university supervisors who receive training in digital ELA teaching and learning for observation purposes; increased frequency of teacher educators serving in ad hoc roles on building/grade level teams; and increased action research with classroom teachers to generate and share new knowledge of digital ELA teaching in the professional community. VALUE-ADDED LIBRARY ACCESS: A recorded webinar will be conducted annually by district leadership to solicit feedback and recommendations from library staff related to (a) potential changes in services and digital book collections; (b) the media mentor role; (c) promising practices; and (d) preparation and support of the library-school partnership in the future. Recommendations will be summarized and shared with educators, parents and philanthropic organizations via online venues.

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

☐ Yes
☐ No

* Explain your response

DigiLit can be replicated in other districts across the state, and in our view, should be replicated for the critical and long-term benefits for the students. Many districts have invested in the purchase of technological tools for students and provided the concomitant professional development. However, often the necessary professional development to accompany this is a one-time or sporadically occurring event. Although available, the effective use of technology for student benefit is infrequent. DigiLit replicability involves realigning district resources and partnering with neighboring higher education institution(s) and community resources such as the public library system. Realigning district resources involves using funds set aside for textbooks or other equipment replacement for digital classroom technology, if not already in place. Again, many districts have already invested heavily in a baseline of technological tools for their students. Secondly, districts can reach out to local higher education institutions (IHE’s) in their area for focused cutting edge instructional aid in designing/developing the digital environments and considering effective PD for teaching staff. If not already in place, the result of developing a good working relationship with a local IHE will be beneficial to the school district in many ways in the future. Thirdly, many Ohio districts receive federal dollars allocated for Title I and Title II. For a brief, focused and well-planned project implementation period (similar to the one year initial grant funding infusion through the Straight A timeline), districts can implement focused intensive professional development in the effective use of technological tools for their students through II-A, Improving Teacher Quality, and Title I if the focus is on literacy, as is DigiLit. Wealthier districts with less federal allocation may focus on using the general budget for this one-time infusion of hardware (if needed) and professional development. Districts can adapt the DigiLit core activities and ELA model components to their local contexts without losing its integrity as a bold, disruptive innovation. DigiLit deliverables include tools that form the road map for other schools/districts to use in implementation of this innovative technological literacy model. Finally, DigiLit will be replicated for new teachers through the partnership with John Carroll University’s teacher education program. From 2014-2016 JCU will include DigiLit deliverables in their teacher education program, to: (1) provide professional development on the model to EC and MC university supervisors; (2) inform the revision of pre-student teaching and student teaching observation forms; (3) plan for and implement field and clinical teaching placements in classrooms using the model; and (4) supplement the model in after-school reading practicum courses. Once integrated into the teacher education curriculum, efforts at replication to the year 2020 can be situated in action research projects and research studies to examine the efficacy of the model as best practice, and directed to communicating it to the wider teacher education professional community through conference and publication outlets.

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

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

I agree. Michele Evans, Ph.D.
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
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<th>Last Name</th>
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## Implementation Team

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<tr>
<th>First Name</th>
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<th>Qualifications</th>
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<tr>
<td>Michele</td>
<td>Evans, Ph.D.</td>
<td>Principal, Gearity Elementary PDS</td>
<td>PROJECT MANAGER. As the DigiLit Project Manager Dr. Evans' responsibilities include coordinating and monitoring the implementation of all project activities and ensuring successful and timely collaboration with partners, parents and the community. Dr. Evans will oversee classroom implementation, purchase and installation of equipment, delivery of professional development, internal and external communication, and ongoing collaboration with partners and families.</td>
<td>Dr. Evans has led Gearity Elementary Professional Development School (PDS) and Early Childhood program for two years. The PDS includes ongoing collaboration with partner John Carroll University. Evans came to CH-UH from Malone University, where she served as an adjunct professor, teaching school finance and research courses in the university's principals' licensure program. Prior to her work at Malone University, Evans led Canton City Schools as superintendent. She also was director of testing, evaluation and research within that district. Evans served in the Ohio Department of Education as the state director for the $176 million Reading First Ohio grant. Prior to that she was a Hilliard City Schools elementary principal in Hilliard, Ohio, and kindergarten through eighth grade principal at Columbus Public Schools in Columbus, Ohio. Evans has a doctorate in educational policy and leadership from The Ohio State University.</td>
<td>Dr. Evans' prior relevant experience includes directing the Reading First Ohio grant for ODE, leading the Canton City Schools as Superintendent as well as directing testing, evaluation and research within that district, and experience as a school principal in three school district; two of whom were urban districts.</td>
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<td>Kathleen</td>
<td>Roskos, Ph.D.</td>
<td>Professor of Education, John Carroll University</td>
<td>TEAM LEAD: As the Team Leader Dr. Roskos' responsibilities include coordinating and monitoring the overall design and implementation of the DigiLit curriculum in PreK-G5 classrooms with primary responsibility for ensuring digital integration in ELA instruction and assessment. Dr. Roskos will assist with the design and implementation of the PD and partnership activities, as well as the formative evaluation activities.</td>
<td>Dr. Roskos teaches graduate level courses in the English Language Arts. She conducts research in literacy development, instructional design, professional development and teacher learning. She has published research on these topics in leading journals, as well as book chapters. She is the co-author of several textbooks on reading instruction. Her most recent research examines the use of eBooks in elementary classrooms.</td>
<td>Formerly an elementary classroom teacher, Dr. Roskos has served in a variety of educational administration roles, including director of federal programs in the public schools and department chair in higher education. For two years she directed the Ohio Literacy Initiative at the Ohio Department of Education, providing leadership in P-12 literacy policy and programs and securing Ohio's Reading First grant. She authored and implemented two Early Reading First grants in Ohio and currently</td>
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<td>Catherine</td>
<td>Professional Development Co-Lead, Professor of Education &amp; Chair, Department of Education and Allied Studies, John Carroll University</td>
<td>PROFESSIONAL DEVELOPMENT CO-LEAD: Dr. Rosemary's responsibilities will include: coordination of professional development curriculum, implementation, and evaluation; assistance with overall project implementation and evaluation as needed; oversight of relevant JCU faculty members' and/or students' involvement in the project so that participating faculty and students have full understanding of the project and are able to fully participate during clinical experiences at Gearly PDS.</td>
<td>Prior relevant experience includes directing the state-wide implementation of professional development for Reading First Ohio Center for Professional Development and Technical Assistance, state-wide Literacy Specialist Project, and Consortium-based Literacy Specialist Endorsement Program. Dr. Rosemary has 13 years of experience in design, implementation, and evaluation of professional development.</td>
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<td>Amy</td>
<td>Hoffman, Ph.D., Professor of Education at John Carroll University</td>
<td>PROFESSIONAL DEVELOPMENT CO-LEAD: As the PD co-leader, Dr. Hoffman's responsibilities include creating, planning, delivering, and evaluating professional development and in-classroom coaching, and coordinating the teacher education partnership involving JCU student teachers, ensuring ongoing pre-service field and clinical teaching placements and supporting university supervision. Dr. Hoffman will assist with the overall project implementation on an as-needed basis.</td>
<td>Dr. Hoffman's prior relevant experience includes serving in the department chair role and heading numerous department-level committees. She has along history of supervising student teachers and partnering with area schools as an integral part of the teacher preparation process.</td>
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<td>Wendy</td>
<td>Shapiro, Ph.D., Senior Academic Technology Officer, Case Western Reserve University</td>
<td>DIGITAL TOOL LEAD: Dr. Shapiro's responsibilities include developing and designing the classroom digital environments, overseeing the purchase of digital tools, software and materials, and coordinating with the district IT staff. Dr. Shapiro will also assist with the teacher PD on an as-needed basis.</td>
<td>Dr. Shapiro specializes in instructional technology projects within the academic sector, including IBM, NASA and SpeechPathology.com. Dr. Shapiro has extensive experience in supporting faculty and teachers in the integration of technology into instruction.</td>
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<td>Jeremy</td>
<td>Brueck, Associate Director, Center for Literacy at The University of Akron</td>
<td>DIGITAL TOOL DEVICE TRAINING: Instructional technology support, providing 'hands on' training with digital tools and apps in instruction to classroom teachers, and assisting in the design and coordination of services in the design of professional development for pre-K-16 teachers. Began his career as an elementary teacher and holds a Masters degree in Education.</td>
<td>Mr. Brueck's prior relevant experience includes directing an eTech Ohio Teacher Planning grant, serving as Co-PI on an Early Reading First Grant,</td>
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| Justin   | Perry, Ph.D.                                                               | Director, Center for Urban Education, Associate Professor, Cleveland State University  
**EVALUATOR:** Dr. Perry will be responsible for the management and execution of all evaluation activities performed in collaboration with key personnel on the project. Specifically, he and his staff at the Center will conduct the summative evaluation during the grant and develop the plan that will continue after the grant year has ended (Years 2 - 5). In addition, they will assess progress toward project benchmarks during the first year of implementation (formative evaluation). He will write an annual final report in consultation with project personnel.  
Dr. Perry has published over 35 journal articles and book chapters on a wide range of topics in education and the social sciences using quantitative, qualitative, and mixed methods. In 2010, he received a certificate of training in Cluster Randomized Trials (CRT), sponsored by the National Center for Education Research. He is an Associate Professor at Cleveland State University and Director of the Center for Urban Education.  
Dr. Perry has served as an evaluator on STEM education grants funded by the National Science Foundation (NSF), National Institutes of Health (NIH), and foundations. He has also received funding as a PI from the Institute of Education Sciences (IES). |
| Jodi     | Sourini                                                                   | PTA President, Gearity Professional Development School (PDS)  
**PARENT COMMUNITY CONNECTION:** Ms. Sourini will coordinate and communicate with the DigiLit team to ensure parents are informed of the project's activities and encouraged to support their children and participate actively, especially with Heights Libraries personnel. She and Gearity PTA will provide the bridge with DigiLit to alert the project team to questions and concerns from parents.  
Ms. Sourini is Marketing Communications Manager for Rockwell Automation, a position she's held for three years. Prior to that, she served as Manager of Internal Communications for Rockwell Automation for five years. Before joining Rockwell Automation, Ms. Sourini held a variety of marketing and communications positions of increasing responsibility with Parker Hannifin Corporation. Ms. Sourini brings more than 25 years of professional communications, marketing and community engagement experience from two Fortune 500 companies. She is an accredited member of the Public Relations Society of America. She holds a Bachelor of Science degree in Public Relations from Kent State University and a Master in Business Administration degree from John Carroll University.  
Ms. Sourini served on the CH-UH School District's Lay Facilities Committee from 2012-2013. An actively involved parent, she has been involved with Gearity PTA for four years. She served as President of Gearity PTA for two years and a Kindernet representative for three years (Kindernet serves families with preschool-aged children whose families reside in the district). Prior to her involvement at Gearity, she led the parents group for two years at her son's preschool, The Children's Center of First Baptist Church. |
| Sam      | Lapides                                                                   | Special Projects Coordinator at Cleveland Heights-University Heights Public Library (Heights)  
**LIBRARY COMMUNITY CONNECTION:** Mr. Lapides will assist/support Gearity PDS staff on the installation/advancement of the e-book app on digital devices owned and operated by the school. He will assist in the advancement of borrowing e-books on school-owned digital management of digital environments in classrooms in collaboration with Dr. Shapiro and district IT staff.  
As Special Projects Coordinator for Heights Libraries, Mr. Lapides coordinate projects that enhance the library including: developing and maintaining community partnerships; improving outreach services; leading initiatives that reflect library trends; writing grants for Literacy's blending professional development program, and experience as a curriculum and technology specialist and classroom teacher.  
Mr. Lapides' relevant experience includes his work interaction with Heights families through library programs - both parents and youth. Prior to the Special Projects position, he... |
| Libraries | devices and remove any barriers so that students have access to library-owned e-books on digital devices for home reading. He will work with parents as a connection between the DigiLit project team and the library so that parents have access to available technology and e-books as well as other relevant digital products. Heights Libraries currently owns iPads and readers for lending purposes. | programs and services; leading Emotional Intelligence training for staff; performing evening and weekend In-Charge duties; providing phone and in-person reference services for children, young adults, and adults; and participating in strategic planning. Mr. Lapides has his Master of Library & Information Science (MLIS) from Kent State University and a the Emotionally Intelligent Leader certification from Case Western Reserve University's Weatherhead School of Management. | was the Young Adult Services Coordinator and Page Supervisor, and thus regularly interacted with Heights young adults and their parents. He supervised 8 pages and oversaw young adult programming. Special projects included Leaders in Training (LIT), a multi-year project for young adults developed to provide young adults with paid summer work experience at the library interspersed with instruction in interviewing, resume development, building a good work ethic and other job skills, and including heavy parental involvement. |