

Budget

Kettering City (044180) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (317)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	268,100.00	1,529,020.00	6,474,046.00	0.00	8,271,166.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		15,000.00	2,400.00	0.00	0.00	0.00	0.00	17,400.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		15,000.00	2,400.00	268,100.00	1,529,020.00	6,474,046.00	0.00	8,288,566.00
Adjusted Allocation								0.00
Remaining								-8,288,566.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

#ConnectEDLearning (Creating Flexible Digital Environments for Global Learning)

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

Kettering City Schools, together with the Montgomery County Educational Service Center, will transform their current school libraries and classrooms into innovative, flexible, digital environments for global learning. #ConnectEDLearning will provide personalized learning options to: raise student achievement; target a greater share of digital resources to classrooms for the creation of blended learning platforms; and open up virtual learning opportunities for students and teachers by expanding options with local universities and libraries to increase instructional efficiency and effectiveness. Implementing these cost-reducing, innovative learning hubs will build the capacity for all students to learn locally while thinking globally through collaboration, communication and critical thinking.

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.

7700 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Dru Miller

Organizational name of lead applicant
Kettering City Schools

Address of lead applicant
3750 Far Hills Ave

Phone Number of lead applicant
9374991424

Email Address of lead applicant
dru.miller@ketteringschools.org

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

- Yes
 No

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

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

KCS and MCESC school libraries are antiquated. The focus on using paper card catalogs and selecting books from fixed shelves does not support student interest, engagement, and motivation, nor does it promote digital literacy or global access to current resources and information. Also, static library facilities do not enrich or support the curricular needs of students in mastering Ohio's New Learning Standards (ONLS). We need to transform our libraries into dynamic places where multiliteracies are developed and promoted through access to print, digital and multimedia resources. Furthermore, within KCS' Response to Intervention (RtI) framework where teachers incorporate differentiation, intervention and enrichment, individual student needs are still not being fully met as demonstrated by the Annual Measurable Objective (AMO) component on the state report card. Traditional classrooms must be transformed into 1:1 learning environments so that blended learning models can be created, utilized and supported through professional development.

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

Research has shown blended learning to be a successful teaching approach in meeting individual needs and raising student achievement, while students are gaining relevant, real-world skills necessary to become college and career ready citizens. To achieve these outcomes, the 12 KCS multimedia centers, as well as the two centers located at the ESC separate facilities, will be transformed and utilized as an extension of the classrooms where students have access to interactive devices in a 1:1 setting. These new digital learning environments will provide all students and teachers an opportunity to use digital resources (including LearnPad tablets, Laptops, Smartboards, Smart Tables, Distance Learning Software, Google Apps, etc.) while being immersed in #ConnectEDLearning. As students also master ONLS, they will be well-prepared to succeed on the new online assessments in language arts, math, science and social studies, while gaining confidence, independence and a sense of responsibility for their own learning. This innovative shift to a new flexible learning environment will require immediate and ongoing professional development to prepare teachers to transform the learning environment and raise student achievement. The partnership with the University of Dayton (UD) will provide pre-service teachers in the fields of elementary and secondary education, special education and teachers of speakers of other languages the required university field experience to intervene with students virtually and face-to-face. By providing students with access to qualified instructors during evening hours, at-risk students will be able to receive additional individualized intervention, remediation or enrichment. Our partnership with the Dayton Metro Library (DML) branches in Kettering will allow students to utilize a greater share of resources for extended library and district learning opportunities in the evenings and summers. Research has shown that "summer slide" is minimized when students participate in instructional opportunities during the summer months. Additionally, the collaboration with Sinclair Community College will allow access to dual enrollment options for high school students and will maximize students' exposure to the rigor needed to be college and career ready. Data from the National Student Clearinghouse clearly shows that students who earn college credit during high school are more likely to attend college and earn a degree.

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

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

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

As a district, KCS is below the AMO targets in reading and math with Limited English Proficient (LEP), and Students with Disabilities (SWD) subgroups. Although LEP students have shown growth in reading and math, this subgroup remains below expected achievement levels. LEP enrollment has seen modest increases over the last decade, but the demographics of this population has dramatically changed. As a result, the required intensity of individual academic supports for LEP students has significantly increased. In 2013, 80.8% of KCS' LEP subgroup scored proficient or above on the OAA in reading while only 69.9% were proficient or above in math. As the state raises the AMO targets for reading by 1.5% and math by 2%, progress towards closing this gap for LEP students remains a concern and KCS has been unable to allocate additional instructional resources. By utilizing professors from the University of Dayton Teachers of Speakers of Other Languages (TESOL) program and pre-service teachers, KCS will be able to provide its staff members with classroom professional development and its students with additional instruction delivered virtually and/or face to face. Conversely, the number of students in the SWD subgroup is slowly decreasing due to the implementation of a Response to Intervention (RtI) Framework. KCS has continued to provide these students with intense interventions; however, more resources are needed in the classroom core instruction in order to meet their individual educational needs. In 2013, 63.9% of the SWD subgroup scored proficient or above on the OAA in reading while only 54.8% were proficient or above in math. KCS is committed to improve the achievement level of all students, but with the annual increases in the AMO targets, it is critical that resources are focused on the delivery of core instruction. By 2018, the reading target will be 90.9% and the math target will be 88.5%. KCS expects to meet these targets with both the LEP and SWD subgroups by 2018. Current resources being used to intervene with our youngest students in foundational reading skills are stretched thin. Although there are no AMO targets for students in grades K-2, KCS' Universal Screening data has identified approximately 600 K-2 students who are "at risk" in reading, which equates to 26% of the student population.

Research clearly shows that the achievement gap will widen for students who are not on grade level for reading and math by the end of the third grade. In order to decrease this to 20% or below, KCS needs to provide alternative means of intervening outside the traditional classroom setting. To bridge this achievement need, LearnPad tablets provided to its K-2 students will be utilized as an early intervention tool. Students attending the MCESC separate facilities are at greater risk due to the significant nature of their disabilities which causes academic disruption. Currently at the MCESC, 53% of students grades 3-8 are at limited or basic performance levels based on the STAR vendor assessment which correlates to the OAAs in math and reading. MCESC is committed to raising the achievement and maximizing the growth of these at-risk students. As a result of implementing this project, MCESC anticipates that 10% of its students will improve their performance level each year over the next five years.

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.)

KCS will have the following reductions: Instruction/ Salaries and Benefits: KCS hires subs to cover 210 staff members during 2 required days of PD. Instead, by offering virtual PD during 4 scheduled early-release days in KCS' new learning hubs, we plan to save \$36,540 annually in salaries and \$5872 annually for FY16-FY20. Instruction/Purchased Services: KCS will save \$18K annually in FY16-FY20 for operating system and software updates no longer needed. KCS will participate in MCESC training on Unique Learning Systems, which is \$3K cost savings in FY16. Instruction/Supplies: KCS has \$500K budgeted in FY19 for textbooks. Using E-book options and digital resources allows KCS to save \$250K. By sharing resources with DML and through online book resources, KCS will not need to purchase new books, an annual savings of \$27,000 in FY16-FY20 (\$135,000). Currently, KCS spends \$164,742 in copier and paper costs. KCS anticipates a 10% reduction in these costs, which is a savings of \$16,474 in FY16, \$19,769 in FY17, \$21,416 in FY18, \$23,064 in FY19 and \$24,711 in FY20. This is a total savings of \$105,434 by transitioning to more digital resources. In printing costs: KCS HS program of studies will go online, saving \$7500 annually in FY16-FY20 for a total of \$37,500. KCS will do the same with student handbooks, saving \$4500 annually in FY16-FY20 for a total of \$22,500. KCS parent newsletters will be moved online in FY16, saving \$3900 annually in FY16-FY20 for a total of \$19,500. Community newsletters will be posted online starting in FY17, for a savings of \$17,200 annually in FY17-FY20, totalling \$68,800 over 4 years. KCS will purchase SmartBoard installation accessories in the grant year, a \$4000 annual savings FY16-FY20 totalling \$20K. By eliminating purchase of computer tables for desktop computers that would have been ordered over 5 years, KCS will save \$10K annually in FY16-FY20 for a total of \$50K. KCS will purchase 5-year software licenses in the grant year for web-based instructional resources. Savings after the grant year breaks down as follows: \$4500 annually in FY16-FY20 for networking supplies, \$15K annually in FY16-FY20 for Gizmos software, \$21K annually in FY16-FY20 for 1st in Math software, \$9000 annually in FY16-FY20 for Moodle software, \$90K in FY17 in Reading/Science A-Z software, \$34K in FY19 for BrainPop software. Instruction/Capital Outlay: By purchasing Chromebooks to complete a 1:1 initiative in grades 3-12, LearnPads for a 1:1 initiative in grades K-2 and Smartboards in the grant year, KCS will save \$384K in FY16-FY20 from computer and other tech purchases. MCESC will have the following cost reductions: Instruction/Supplies: MCESC will also utilize digital resources and E-books, allowing a total projected savings in of \$105,840. The total breaks down as follows: \$21,560 in FY16, \$14,520 in FY17-19 and \$19,360 in FY20 for the purchase of LearnPads that will be made in the grant year; \$3500 in FY16 saved in the purchase of software licenses; \$2900 saved annually in FY16-FY20 for library books formerly purchased from Scholastic; \$900 saved annually in FY16-FY20 for library books purchased from BMI Educational Services being replaced by new technology; and \$19K in FY20 for science textbook adoptions. MCESC expects an 8-10% reduction in for paper/copy costs in FY16-FY20, \$500 annually through the use of online resources and textbooks. Savings of \$600 annually for FY16-FY19 for science workbooks/manipulatives to be replaced by new technology. Instruction/Capital Outlay: MCESC will show a total savings of \$169,295. Savings include: laptops in FY16 of \$39,200 and \$16,800 annually in FY17-FY20; laptop carts, \$1700 in FY16 and \$850 annually in FY17-FY20; LearnPad carts, \$4,197 in FY16 and \$1399 in FY18-19; Mimios, \$5600 in FY16 and \$4000 annually in FY17-FY20; interactive projectors, \$4200 in FY16 and \$3000 annually in FY17-FY20; document cameras, \$3500 in FY16 and \$1000 annually in FY17-FY20; wireless routers, \$5500 in FY18.

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.)

This project will provide access for students and teachers to a wealth of digital resources in KCS and MCESC classrooms and media centers that was previously unavailable. The utilization of a greater share of resources will include: personalized, on-demand learning options for students with a 1:1 initiative for school and home use; virtual and face to face professional development for teachers; partnerships with UD and Dayton Metro Library that extend learning opportunities into evening and summer; increased college introductory course offerings in English, mathematics, science and social studies through dual enrollment with Sinclair CC; sharing and modeling best practices in the execution of virtual learning and digital resources.

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.)

This project will allow KCS and MCESC to partner together for the following shared professional development services: joint training on effective use of distance learning integration and technology resources; MCESC will host Unique Learning Systems training for KCS intervention specialists; the KCS Technology Integration Coaches will train MCESC staff in incorporating innovative technology into instruction; the KCS Technology Integration Coaches will help develop Technology Support Leaders (TSL) at MCESC similar to the technology support leaders in KCS; KCS Technology Integration Coaches and KCS and MCESC technology leaders will form Professional Learning Communities (PLC's) to stay abreast of new instructional technology initiatives and best practices in order to train classroom teachers; Technology Supported PLC's will be offered to KCS and MCESC classroom staff and UD preservice teachers. The outcome of this activity is to share best practices of incorporating distance learning and the 1:1 initiative, while providing sustained instructional support to teaching staff. As a result of these shared services, we will reach more teachers to: increase the efficiency of PD delivery while developing relationships between KCS and MCESC teachers; increase cost effectiveness by providing teachers the tools necessary to personalize instruction for every student; provide long-term sustainability by sharing and therefore reducing costs; and serve as a model for other districts to partner with their ESC to adapt to the changing demands of educating students. KCS will provide financial oversight in collaboration with MCESC in the management of this Straight A Fund grant.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

8,288,566.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

We will spend a total of \$268,100 in Instruction/Purchase Services. Kettering City Schools is allocating \$258,100 towards Dual enrollment course costs for our HS students, Smartnet (Wifi) and increasing our network infrastructure to support added technology. The Montgomery County ESC (MCESC) is allocating \$10,000 towards increasing their network infrastructure. We will spend a total of \$1,529,020 in Instruction/Supplies. Kettering City Schools is allocating \$1,394,140 towards purchasing the following student software licenses: iReady, BrainPop, 1st in Math, Science A-Z/Reading A-Z, Gizmos, Student Device Cases, Bamboos, Amvonet, Document Cameras, Device Carts and Charging Stations. MCESC is allocating \$134,880 towards LearnPads, LearnPad software and student software licenses (Science A-Z/Reading A-Z, Gizmos). We will spend a total of \$6,474,046 in Instruction/Capital Outlay. Kettering City Schools is allocating \$6,106,150 towards purchasing laptops (grades 9-12), LearnPads (K-2), Chromebooks (3-8), Macs (teacher devices), Redesign of 12 Libraries into digital learning centers, Polycom technology (virtual instruction delivery system), interactive projectors, and network infrastructure improvements. MCESC is allocating \$367,896 towards technology carts, Mimios (interactive portable whiteboards), projectors, document cameras, laptops, redesign of 2 libraries into digital learning centers, Polycom technology, network infrastructure improvements. We will spend a total of \$15,000 in Governance/Salaries. Kettering City Schools is allocating \$15,000 towards 3 stipends at \$5,000 each for the grant management and project oversight. We will spend a total of \$2,400 in Governance/Benefits. Kettering City Schools is allocating \$2,400 towards the benefits for 3 stipends associated with grant management and project oversight.

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.

In Personnel Services, one of KCS' costs will be a yearly stipend for 3 staff members to serve as grant managers, at \$5K each, totalling \$15K annually for FY16-FY20. Additionally, a cost of approximately \$800 each in Fringe Benefits will be paid, totalling \$2400 annually in FY16-FY20. In Capital Outlay, based on current industry standards and KCS' experiences with tablets in the classroom, for the 2100 LearnPads purchased for grades K-2, we estimate repair/replacement costs will be \$18,900 annually in FY16-FY18, \$31,500 in FY19, and \$50,400 in FY20. KCS' replacement and repair costs for Chromebooks are based on experiences with KCS' current 1:1 Chromebook pilot, in which each student in one middle school classroom has been issued a personal Chromebook to use both at school and at home. We expect the repair and replacement costs for the 6000 Chromebooks purchased in the grant year for grades 3-12 to be \$72K annually in FY16-FY18, \$252K in FY19 and \$351K in FY20. In Purchased Services, the project includes a 5-year service and maintenance agreement for network infrastructure, WiFi and software updates, so that this cost need not be sustained by the general fund. Also, KCS and MCECSC have realigned job responsibilities so that current building technology leaders will be able to support the technology issues that arise, rather than hiring extra district tech staff. Software agreements that span the next 5 years are included, which will not be a sustainability cost to the general fund. In other Purchased Services, KCS will incur additional costs for increasing the number of students participating in dual enrollment courses through Sinclair Community College. The proposed College Credit Plus legislation in the Ohio Legislature currently caps the tuition at \$80 per credit hour in FY15 for any course delivered at the high school by a college instructor. KCS' dual enrollment plans with Sinclair Community College include an online, blended model of instruction with a Sinclair professor teaching digitally 2 days a week and a Fairmont High School teacher giving face-to-face instruction 3 days a week. KCS will pilot this program with approximately 25 students taking Sinclair math 1270 in the FY16 school year at a cost of \$9,000. Subsequent years may see an increase as additional dual enrollment courses can be offered, future tuition increases and more students participate in these classes. The projected cost for FY17 is \$9,000, FY18-FY19 is \$18,000 annually and FY20 is \$24,000. For MCECSC, in Purchased Services for FY16, there will be a cost of \$3,000 in FY16 for training for Unique Learning Systems (teacher and student software) held with KCS staff attending. In Personnel Services, MCECSC will add a \$500 annual stipend to 2 existing staff members' salaries, totalling \$1,000 annually for FY16-FY20, and provide 1 day per month release time to these Technology Support Leaders at a cost of \$1800 annually for FY16-FY20. Together these add \$455 annually in FY16-FY20 to MCECSC costs in Fringe Benefits. In Supplies, repair/replacement costs for MCECSC LearnPads included in the project will be \$2200 in FY16; \$1320 annually in FY17-19; and \$1,760 in FY20. Additionally, MCECSC costs in FY20 for replacement of all LearnPads purchased in FY16 is \$21,560. In Capital Outlay, repair/replacement costs for MCECSC laptops will be \$4200 in FY16; \$1400 annually in FY17-FY20.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

722,413.60 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

By restructuring 4 early release days into virtual PD sessions using collaborative technology, KCS will save \$36,540 annually in Salaries and \$5,872 annually in Benefits in FY16-FY20. In Purchased Services: With the purchase of Chromebooks and LearnPads, \$18K saved annually in FY16-FY20 since operating system and software updates are not needed. KCS will participate in MCECSC training on Unique Learning Systems, which is \$3K cost savings in FY16. Supplies: In FY19 KCS will save \$250K out of the budgeted \$500K for textbook adoption, as more digital resources for students/teachers are provided. Library costs reduced by \$27K annually in FY16-FY20 by eliminating purchase of library books as partnership with DML expands. KCS anticipates paper/copier cost savings of \$16,474 in FY16, \$19,769 in FY17, \$21,416 in FY18, \$23,064 in FY19 and \$24,711 in FY20, as teachers implement digital communications and assignments to replace pencil and paper tasks. KCS HS program of studies will move from print-based to online for an annual savings of \$7.5K annually in FY16-FY20. KCS student handbooks are currently printed and bound: putting this online saves \$4.5K annually in FY16-FY20; putting parent newsletters on KCS website saves \$3.9K annually in FY16-FY20. Beginning in FY17, KCS will post newsletters online saving \$17.2K annually in FY17-FY20. \$4K saved annually in FY16-FY20 by purchasing SmartBoard installation accessories in grant year. KCS annual cost of \$10K in FY16-FY20 for computer tables saved as we migrate to a 1:1 device platform, eliminating classroom desktop computers which require tables. By upgrading the network in the grant year, KCS saves \$4.5K annually FY16-FY20. With project purchase of student licenses for Gizmos (virtual lab simulations), grades 3-8, KCS saves \$15K annually in FY16-FY20. By extending KCS' First in Math licenses (digital math instruction) through FY20, KCS saves \$21K annually in FY16-FY20. KCS will purchase 5-year software licenses in the grant year for web-based instructional resources. Savings after grant year breaks down as follows: \$4500 annually in FY16-FY20 for networking supplies, \$15K annually in FY16-FY20 for Gizmos software, \$21K annually in FY16-FY20 for 1st in Math software, \$9000 annually in FY16-FY20 for Moodle software, \$90K in FY17 in Reading/Science A-Z software, \$34K in FY19 for BrainPop software. Instruction/Capital Outlay: By purchasing Chromebooks to complete a 1:1 initiative in grades 3-12, LearnPads for a 1:1 initiative in grades K-2 and Smartboards in the grant year, KCS will save \$384K in FY16-FY20 from computer and other tech purchases. MCECSC will have following cost reductions: Instruction/Supplies: MCECSC will utilize digital resources and E-books, allowing total projected savings in of \$105,840. The total breaks down as follows: \$21,560 in FY16, \$14,520 in FY17-19 and \$19,360 in FY20 for the purchase of LearnPads that will be made in the grant year; \$3500 in FY16 saved in the purchase of software licenses; \$2900 saved annually in FY16-FY20 for library books formerly purchased from Scholastic; \$900 saved annually in FY16-FY20 for library books purchased from BMI Educational Services being replaced by new technology; and \$19K in FY20 for science textbook

adoptions. MCEC expects an 8-10% reduction in for paper/copy costs in FY16-FY20, \$500 annually through the use of online resources and textbooks. Savings of \$600 annually for FY16-FY19 for science workbooks/manipulatives to be replaced by new technology. Instruction/Capital Outlay: MCEC will show total savings of \$169,295. Savings include: laptops in FY16 of \$39,200 and \$16,800 annually in FY17-FY20; laptop carts, \$1700 in FY16 and \$850 annually in FY17-FY20; LearnPad carts, \$4,197 in FY16 and \$1399 in FY18-19; Mimios, \$5600 in FY16 and \$4000 annually in FY17-FY20; interactive projectors, \$4200 in FY16 and \$3000 annually in FY17-FY20; document cameras, \$3500 in FY16 and \$1000 annually in FY17-FY20; wireless routers, \$5500 in FY18.

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.

By redesigning antiquated libraries into flexible learning environments, these digital learning hubs will be utilized for many innovative purposes and tasks designed by teachers for students year after year. As teachers and students become more adept in the digital landscape, the purposes and tasks undertaken can only expand. KCS and MCEC can also extend learning beyond the brick and mortar school buildings into local universities and libraries with dual enrollment options for students and professional development opportunities for teachers. By increasing the use of digital resources, we decrease expenses previously incurred with current practices, which provides ongoing sustainability. KCS and MCEC have developed a plan to deploy and support devices that we will be rolling out to our students and teachers. The choice of Chromebooks was made, in part, due to the ease of management via the Google Apps Admin Console at KCS. The Google Apps Admin Console allows for the efficient management of users and Chrome devices remotely from any web-enabled device. As a Google Apps for Education district, KCS already has experience in setting group policies, setting permissions, and managing devices using the Admin Console. This same management interface will allow us to; pre-install Apps; set-up network and proxy settings; monitor and manage Chrome OS updates; and apply a variety of other settings and policies for our Chromebooks. This cloud-based management tool allows for the management of a large number of devices without increasing staff. Even with the powerful management features that the Google Apps Admin Console provides, KCS realizes that additional technical support will be needed at each of the buildings given the number of devices that will be deployed. To address this need, KCS will be changing the existing position of elementary Curriculum Generalist to that of Technology Support Leader (TSL), part of the building technology leadership team. This is not a new position that would result in an increased cost, rather it is the retooling of a job title and description to reflect the ongoing needs of KCS. The generalist position facilitated the distribution of textbooks, workbooks, and other paper-based resources. This position becomes obsolete with the project's increased digital resources for teachers and students. The TSL will assist in technology implementation and set-up, equipment maintenance, troubleshooting, and responsibilities in technology integration. MCEC will create two TSL positions and initiate a yearly stipend for each. These positions will function much the same as the KCS Technology Support Leaders, with support and training from KCS staff rather than hiring additional paid PD, which will be a cost savings. Joint professional development between MCEC and KCS will provide long-term sustainability through sharing resources, thereby reducing training costs. This will reduce or eliminate professional development costs from outside vendors.

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 Spring 2013 to Present

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

Late spring 2013, KCS examined state testing data, focusing on student learning needs for 2013-14. In Aug. 2013 KCS introduced an innovative, technology-rich high school classroom to provide teachers and students with a collaborative, flexible learning environment. Student and teacher surveys show that this classroom is motivating and challenging for students. Oct. 2013 KCS submitted intent to apply for first round funding after looking at state report card AMO subgroups and visiting the high school classroom. Being a Google Apps for Education district, KCS needed to provide students and teachers better ways to use Google Apps efficiently and effectively. Two schools in Kettering are both implementing limited 1:1 pilots which have given the district experience in understanding the needs and challenges of this undertaking. Jan. 2014 the KCS technology and instructional leadership team visited Cisco Systems (Dublin, OH) to learn more about transforming media centers and classrooms into digital learning environments. The team attended OhioETC 2014 to learn more about the Huntsville, AL district-wide 1:1 initiative and participated in a round-table discussion with the superintendent. A consortium was formed with MCEC because of shared goals, as well as partnerships with UD and Dayton Metro Library. Throughout Jan. and Feb. 2014, KCS and MCEC participated in face-to-face meetings/webinars with Google, Polycom, Apple, Steelcase, CDW, Educational Collaborators, UD, Sinclair CC and our local libraries to investigate all options. The leadership team also attended all of the Straight A Fund webinars and regional meetings. Our actual grant writing began in early Feb. 2014 until the present. All of these efforts convinced KCS and MCEC leadership that a project of this nature was possible. Moving forward with this initiative will benefit and enrich all KCS and MCEC teachers and students in ways that do not react to change but are, in fact leading the change.

* Anticipated barriers to successful completion of the planning phase

Barriers include: the challenge of assessing multiple technology options; creating and assessing internal reports and assessments; and managing the logistics and decision making in the short term implementation of the grant. Our leadership team has addressed these areas in a collaborative and effective manner within these time constraints.

18. Implementation - Process to achieve project goals

* Date Range May 2014 to June 2020

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

May-Jun 14: rewrite student agreement on use of tech devices; develop/design PD framework & media centers. Jul 14: share grant award with Bd of Ed, Treas. and community; develop budgets; order/schedule tech components & furniture for media centers. Aug 14: Share grant implementation schedule with staff; begin renovation of library at KCS HS, KCS Board and 2 MCEC locations; install equipment and infrastructure to implement 1:1 at KCS HS and MCEC; Open House for parents to tour media centers; KCS tech integration coaches provide PD to building tech teams; monthly Tech Support PLC offerings announced for all staff to begin Sept. (this implementation model- library renovations, equipment/infrastructure installation, tech coaches' PD, tech open house for parents- replicated monthly through Jan 15 at 2 KCS buildings); conduct external survey developed with UD to pre-assess all teachers' knowledge of best practices using tech. Feb 15: retool KCS Tech Conference to include MCEC staff, focus on tech integration strategies; conduct external mid-year UD survey for staff feedback on effectiveness of tech PD, determine comfort levels with new tech and needs/expectations for future PD. Apr 15: Assess progress, including strategic planning for remainder of 15 and into 16. Remainder of 15: KCS tech coaches continue to provide PD to TSLs; begin virtual learning opportunities for students with UD preservice teachers; utilize DML summer programs for all students: offer online PD for teachers and distance learning courses for students; conduct external UD surveys to post-assess teachers' development of tech integration skills & gather parent feedback on impact of project on their student. Summer 15: utilize DML for summer programs for all students. Yrs 16-20: Quarterly grant team meetings to assess/adjust; ongoing PD to support staff in tech integration; tech integration training for new staff; ongoing PD based on results of annual teacher/parent/student surveys.

* Anticipated barriers to successful completion of the implementation phase.

Barriers: timelines may need to be adjusted; coordinating grant team schedules for monthly meetings in 2014-15 and quarterly in 2016; possible equipment delivery and renovation delays due to issues out of team's control such as unpredictable weather delays; scheduling and completing the implementation with limited educational disruptions; PARCC testing begins in February 2015 requiring technology to be in place; staff learning curve and transitioning to technology improvements; capacity of staff to shift to integrating technology daily; getting a majority of teachers to participate in surveys and PLCs; getting parent attendance to open houses and participation in surveys.

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

* Date Range May 2015 to June 2020

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

KCS will analyze the achievement of goals by looking at quantitative testing data, as well as the qualitative results from surveys. May 2015: Examine KCS spring AIMSweb universal screening data for K-8 students with a focus on K-2 to confirm that the district has met the goal of 20% or fewer not on track for meeting grade level expectations in reading; MCEC will examine STAR vendor assessment data to confirm that 10% of students improved their performance level; compare number of dual enrollment options offered to high school students from the previous year. June 2015: conduct year-end survey to post-assess: KCS and MCEC teachers' knowledge of instructional best practices using technology; teachers' technology vision for their classrooms in implementing the ONLS and preparation for PARCC testing; the overall effectiveness of shared PD services model; the number of dual-enrollment course offerings and student participation. June 2015: test financials to confirm proposed cost reductions in the project. July - August 2015: analyze district's results grades 3-11 on next generation assessments, with a focus on SWD and LEP AMO targets to set a baseline for comparison. Long term 2016-20: improved performance on next generation assessments focusing on low-performing subgroups with targeted improvements each year for SWD and LEP students.

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

Barriers include: teacher participation in surveys; testing timeline changes and availability of report card data; transiency rate; costs of dual enrollment credit tuition; adjusting to the changing landscape of next generation assessments and staff transitioning to these new technology adoptions.

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:

These innovative, flexible, multi-modal environments will cause a paradigm shift from the traditional "sit, get and regurgitate" model to #ConnectEDLearning. By transforming libraries into multimedia 21st century learning hubs, these extensions of the classroom will enable students and teachers to engage in distance learning opportunities, connect globally and master the skills and attributes needed to be college and career ready. These digital environments will be spaces that can be used for: research and evaluating information, collaborative activities, content creation and presentations. Classroom instruction will no longer be one-dimensional with a textbook as the primary resource. Students will be able to access information in an on-demand atmosphere where learning is rigorous, relevant and personalized. Teachers will move towards becoming facilitators who foster curiosity and confidence in their students, while developing each student's responsibility for their own learning. Our plan supports these expected changes by equipping KCS and MCESC media centers and classrooms with state-of-the-art interactive technology which will allow for: virtual learning and collaboration; flipped and blended classrooms; robust, interactive and personalized professional development opportunities; tutoring/learning options with the University of Dayton and local libraries; dual enrollment courses for high school students; and the sharing of resources with MCESC to help boost the achievement of all students. KCS and MCESC is well-staffed so that both can restructure existing responsibilities to support these digital, flexible learning environments to keep the plan cost-neutral and sustainable.

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

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

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

Kettering Fairmont High School implemented a 1:1 flexible learning environment this year in one classroom that is available for use by each department, which has proven very successful and motivational for students and teachers. This classroom was the brain-child of a team of teachers and administrators whose goal was to create a collaborative learning environment that was not device specific and would embrace moving to a paperless environment. There are three separate "destination" areas where students can work: student movable desks, movable tables with portable whiteboards, and media tables called Mediascapes. These adaptations allow students to connect any device to a monitor to display their content for all to see. In order to meet the demand, this classroom is open and in use every day for 7 periods. When teachers were surveyed about the effectiveness and impact of this new flexible learning environment, the data showed an increase in teacher motivation and excitement to alter their instructional approaches allowing for enhanced digital learning. For teachers, it is a learning tool. They have to adjust from being the instructor to being the facilitator. Student motivation, excitement and engagement has increased, which subsequently increased student achievement. Examples of how this classroom is being utilized include: software instruction in all disciplines, various student collaborations and presentations, global connections via Google Hangouts and connecting buildings within the district by allowing high school students to partner and/or mentor elementary students. The impact of this technology is shown as students foster and build true collaboration skills, while engaging in #ConnectEDLearning opportunities not otherwise available. Our plan to transform libraries into digital learning environments was created from the structure of this classroom. In February 2013, PBS Learning Media released findings from their survey of 503 preK-12 US teachers about having access to and attitudes toward technology. It was overwhelmingly positive; 74% said technology enables them to reinforce and expand on content; 74% said it motivates students to learn; 73% said it helps them to respond to a variety of learning styles; 63% said it allows them to do more than ever before with their students. (<http://www.pbs.org/about/news/archive/2013/teacher-tech-survey>) KCS has been providing SmartBoards and LadiBug document cameras to classrooms over the past six years through in-house grants. As we have implemented these digital devices with our teachers and students, student motivation to learn has increased as teachers engage students in new, innovative ways of learning. This project continues to infuse technology directly into classrooms as we prepare students to take the next generation of assessments, master ONLS and succeed in college and career. A 2009 report by the State Educational Technology Directors Association examined programs in all 50 states in which technology was being effectively integrated into the curriculum, focusing on content, curricula, professional development, and assessments. Among the findings, the report showed that in high-need schools, there's been a 31% increase in the "innovative use of technology by teachers in core subject areas." What's more, in these schools, the report found significant increases in reading and math achievement (17 percent to 33 percent in reading and 18 percent to 36 percent in math). (<http://www.setda.org/wp-content/uploads/2013/12/NatlTrends2009FINAL-2.pdf>) Based on these findings, this project allows us to meet student achievement goals with all KCS subgroups, and extend these digital learning opportunities to the high needs' population at MCESC.

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.

Names: Dru Miller, Director of Instructional Services, Kettering City Schools, 937-499-1422, dru.miller@ketteringschools.org Richard Stock, Director of Business Research Group, University of Dayton , 937-229-2453, rstock1@udayton.edu

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

The plan to evaluate the impact of this project includes the June, 2015 end-of-year quantitative analysis of: state and federal standardized test scores; AMO and student levels of achievement; STAR reading and math scores for MCESC; AIMSweb 2014-15 Fall, Winter and Spring benchmark scores for reading and math with progress monitoring; 2014-15 iReady benchmark assessment reports; 2014-15 high school dual enrollment figures and data from the Prepared for Success component of the state report card. Additionally, the plan also includes qualitative analysis of: May 2015 KCS/MCESC internal survey of teachers and students, to be repeated annually; May 2015 UD external survey of parents and students, to be repeated annually; annual software tracking to determine teacher and student use; teacher participation in district developed professional development; evaluating the usage of the media centers through scheduling calendars in Google Apps for Education; principal observations and evaluations of teacher technology use/integration; UD tutoring logs; agendas of monthly meetings of the Straight A grant team to review implementation plans.

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

The grant team will hold monthly meetings during the grant year to evaluate the effectiveness and monitor the progress of the project. Another function of these meetings is to determine if modifications to the project plan are necessary. If current data, such as software usage, is not meeting expectations, professional development plans may need to be modified. Additionally, the district treasurer will monitor building expenditures to determine true annual cost savings and sustainability and perform a mid-year and annual review of fiscal performance. Project progress updates will be listed on the district website and be presented at Board of Education meetings. Straight A grant team members will also present and share information at local and state conferences on lessons learned from this project and other best practices.

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.

The #ConnectEDLearning project will transform the current classroom climate into a dynamic, adaptable, collaborative and global community. Preparing students for 21st century digital literacy demands an innovative approach to instructional practices and resources. Through planning, implementation, and professional development, this pedagogical paradigm shift will evolve as teachers acquire expertise as facilitators of learning. As a result, the classroom will extend beyond its four walls with on-demand, personalized learning pathways for students, preparing them for success in college and future careers as life-long learners. We will measure the impact of the project through: improved student achievement on formative and summative assessments; improved achievement levels for our SWD and LEP subgroups; state report card data on the number of students identified as college and career ready; an increase in dual enrollment credits earned; continued, ongoing partnerships with UD and Dayton Metro Library; continued, ongoing shared services with MCESC; and evaluation of the 1:1 initiative through teacher, parent and student surveys. KCS and MCESC are well-positioned to ensure the success of this project through strong leadership support, effective planning and implementation, and the redefining of current staff responsibilities to support the integration of technology in classrooms. This new way of doing business shifts from a reliance on traditional, paper-based materials to the infusion of digital resources. As instructional technology continues to evolve, KCS and MCESC teachers and students will be well-equipped to meet ever-changing educational demands.

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

In KCS, we expect our SWD subgroup to increase its level of proficiency in state testing of reading by an annual average of 5.4% through 2018, which reaches the AMO target of 90.9%. In state math testing, KCS expects that this same group will increase its level of proficiency by an annual average of 6.74%, which reaches the 2018 AMO target of 88.5%. Additionally, KCS expects its LEP subgroup to increase its level of proficiency in state testing of reading by an annual average of 2% through 2018, which reaches the AMO target of 90.9%. In state math testing, KCS expects that this same group will increase its level of proficiency by an annual average of 3.72%, which reaches the 2018 AMO target of 88.5%. As KCS continues to implement the RtI framework, KCS will use AIMSweb benchmarking data as well as iReady diagnostics and benchmarking data to identify and intervene with students at their instructional levels. MCESC anticipates 10% of its students will improve their performance level on the STAR reading and math assessments each year over the next five years. Both KCS and MCESC expect teachers to transform instructional practices as their comfort with and knowledge of digital resources increases. The Straight A grant team will: monitor the usage of personalized digital learning options on a monthly basis, such as student instructional software usage and virtual tutoring participation with UD pre-service teacher

* Spending Reduction in the five-year fiscal forecast

KCS and MCESC also expect significant cost savings as a result of this project, in copier/paper costs, printing costs, textbook purchases, professional development services and capital outlay. The KCS and MCESC assistant treasurers will provide biannual reports to document the savings in these areas, which will allow us to monitor anticipated cost savings as listed in question 14. The Straight A grant team will

review these reports and make adjustments to the project as needed. Any financial reports will be shared with each Board of Education and stakeholders.

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

Both KCS and MCEC expect teachers to transform instructional practices as their comfort with and knowledge of digital resources increases. The Straight A grant team will: monitor the usage of personalized digital learning options on a monthly basis, such as student instructional software usage and virtual tutoring participation with UD pre-service teachers; track dual enrollment participation by monitoring the number of students registered each semester; and track teacher participation in virtual PD and in PLCs focused on integrating technology into instructional practices. This will be measured with surveys and other participation data. Regarding PLC's, a baseline benchmark will be established to evaluate the progress of this effort on a yearly basis, and be modified as needed. This will capture the progress made through assessment and surveys of teacher's comfort level with technology and relevant instructional practices.

*** Implementation of a shared services delivery model**

The training and development of Tech Support Leaders (TSL) at MCEC is a shared service with KCS. Attendance sheets and exit cards from the MCEC TSLs will provide data to the grant team to monitor the impact of training. KCS Tech Integration Coaches will maintain time and effort logs. PLC leaders from KCS will maintain attendance sheets and exit cards from participants. MCEC will maintain attendance sheets for their Unique Learning Systems training that will be shared with KCS teachers. The grant team will maintain time and effort documentation for time spent on the financial oversight.

*** Other Anticipated Outcomes**

Teachers will become more skilled at infusing their instruction with lessons and activities that will prepare students to: achieve on the next generation of assessments; become digitally literate global citizens demonstrating the skills necessary for college and career success; and continue to develop a growth mindset as life-long learners.

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

*** Explain your response**

YES! We realize that replicating #ConnectEDLearning requires much collaboration, planning, time and financial resources. KCS and MCEC are committed to making our flexible learning environments a model for others to see, embrace and replicate, as these learning hubs are essential for the implementation of student project-based learning to meet the ONLS. On a smaller scale, KCS has seen how this type of innovative learning environment has the capacity to impact student engagement, learning and growth through our elementary and secondary pilots. The KCS and MCEC project managers will post updated information related to the implementation of this project on their websites and Twitter accounts, such as timelines, project budgets, technology hardware and software purchases, and transformation pictures. Then, other schools and districts can view the steps taken to begin this process and replicate the project themselves. Also, we will welcome site visits to KCS or MCEC from any district or school that is interested in implementing a similar model. The administrators, staff and grant team would make themselves available for discussion, and would also provide opportunities to observe teachers and students in the new flexible learning environments. In order to reach a broader audience, KCS and MCEC will partner with the Ohio Department of Education in hosting live or recorded webinars, sharing how to implement a similar project with other Ohio school districts. KCS and MCEC will jointly develop a proposal to present at future Ohio Educational Technology (OETC) and Special Education Leadership conferences, which will focus on moving instructional practices to a blended, technology-rich model while raising student achievement. This will provide any district or school with the necessary details to adapt this project to their specific needs.

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 accept :Dr. Jim Schoenlein, Superintendent Steven G Clark, Treasurer Dru Miller, Director of Instructional Services Zelene Minnich, Director of Student Programs, MCEC April 18, 2014

Consortium

Kettering City (044180) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Zelene	Minnich	937-225-4598	zelene.minnich@mcesc.org	Montgomery County ESC	048660	200 S Keowee St, Dayton, OH, 45402-2242	

Partnerships

Kettering City (044180) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Connie	Bowman	937-229-3344	cbowman1@udayton.edu	University Of Dayton	063941	300 College Park Ave, Dayton, OH, 45469-0001	
Melissa	Sokol	9374632665	msokol@daytonmetrolibrary.org	Dayton Metro Library		215 E. 3rd St., , Dayton, OH, 45402	
Michael	Gaines	9375123829	michael.gaines5421@sinclair.edu	Sinclair Community College		444 W 3rd St, , Dayton, OH, 45402	

Implementation Team

Kettering City (044180) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Nancy	Galusha	Elementary Curriculum Leader	Plan and present professional development, classroom technology integration, and assist in grant management	Nancy is the Elementary Curriculum Leader, math and Science, for Kettering City Schools. She has a Master's Degree in Curriculum and Instruction and twenty-four years experience with Kettering City Schools.	Nancy has fourteen years experience as a classroom teacher, as well as five years experience as Technology Integration Specialist. She has five years as Curriculum Leader in math and Science. She was also involved with the ARRA grant and is the RttT Project Manager. Nancy has four years experience as CCIP administrator.	
Dawana	Hug	Technology Integration Coach	Dawana will work closely with teachers and students in implementing this project. She will model lessons and activities with students and staff. She will maintain a blog and Twitter account throughout the implementation of this project.	Dawana has a degree in Education and classroom teaching experience. She has managed a technology enriched classroom with second graders. She has presented to teachers and administrators on using Twitter and creating blogs. She is an integral part of the technology and curriculum team.	Dawana Hug, Technology Integration Coach, Kettering City Schools, has 8 years of classroom teaching experience and consistently demonstrated best practices in technology integration in the elementary classroom.	
Zelene	Minnich	Director of Student Programs	Zelene will be the Project Manager for the ESC. She will work with the Kettering City Schools team in implementing this project.	As Director of the Montgomery County ESC, Mrs. Minnich restructured the MCESC Learning Centers and has dedicated her efforts towards student growth and achievement.	Zelene Minnich, Director of Student Programs, Montgomery County ESC, has 26 years of experience in special education. Fourteen years as a special education teacher working with students diagnosed with Emotional Disturbance, Autism, and Learning Disabilities. For the last 12 years she has worked for the MCESC as a building administrator and most recently as the Director of Student Programs.	
Dawn	Cauldwell	Coordinator of Gifted Services	Dawn will work with the Curriculum Leaders when planning Staff Development. As Test Coordinator, Dawn has four years experience. She will work with teachers at all grade levels and subjects in the integration of technology and assessments.	Dawn has a Bachelor's Degree in General and Special Education. She has a Master's Degree in Gifted Education. Dawn works with students at all levels. She oversees the Gifted Education Program. She has managed the Gifted Budget since becoming the coordinator in 2000.	Dawn Cauldwell, Gifted Education Coordinator and District Test Coordinator, has 15 years experience in the classroom and 15 years experience in serving the district's gifted and high ability students in a coordinator capacity. As district test coordinator she has provided support to the district as they transition to online tests.	
Andy	Ayres	Data Specialist	Andy will support teachers with technology integration. He will interpret the data from the surveys in order to monitor the progress of	Andy Ayres, Data Specialist, Kettering City Schools, has 13 years of classroom teaching experience. He has spent the past 3 years working with administrators and teachers	This past school year, he has been utilized in various classrooms throughout Kettering to model technology integration into the classroom for teachers and students. Andy	

			the grant. Andy will work with the data from Benchmark assessments to help teachers deliver instruction in the classroom.	on utilizing data to improve classroom instruction. Andy has a Bachelor's Degree in Education with a concentration in Statistical Methods. His Master's Degree is in Teaching and Learning.	has worked closely with Principals and Administrators in interpreting data. He has managed eTPES and the Battelle for Kids linkage process. Andy has managed the district Data Warehouse.	
Chris	Merritt	Interim Director of Technology, Kettering City Schools	Chris will coordinate and plan the acquisition and deployment of network hardware and devices. Chris will collaborate with the Curriculum and Instruction team when planning and implementing professional development.	Chris has a Master's Degree in Education. He has twelve years of classroom experience. Chris has five years experience as Tech Integration Specialist and is currently the acting Director of Technology Services. Chris oversees the entire technology team for the district. Chris also has a Bachelor's Degree in Business Administration with a concentration in Management Information Systems.	Chris has over 10 years of experience providing technology integration support to teachers and staff. He has a background in business management having worked at General Motors prior to entering the field of education.	
Dave	Delon	Secondary Curriculum Leader	Dave will manage Dual Enrollment Course Offerings. He will work with the grant management team and high school administration in expanding course options.	Dave Delon, Secondary Curriculum Leader, Kettering City Schools, has a Bachelor of Science in Education with a concentration in History and English. He has a Master's Degree in Educational Leadership from Wright State University with a concentration in Curriculum and Supervision. Dave has a Technology Endorsement from the University of Dayton and an Administrative License.	David DeLon, Secondary Curriculum Leader, Kettering City Schools, has six years of experience managing general funds for secondary curriculum purchases and coordinating dual enrollment options with Sinclair Community College. Utilizing his background in educational leadership, curriculum and educational technology, he helped establish Kettering City Schools first two high school classes offered online.	
Nicole	Marshall	Assistant Treasurer, Kettering City Schools	Nicole will provide financial oversight to the entire Straight A Grant. She will work with the team to ensure compliance with grant requirements. She will participate in all audits and reviews.	Nicole has nine years of school accounting experience. She has a Bachelor's Degree in accounting with several graduate classes completed to date. Her responsibilities include, but are not limited to, budgets, grants, financial statements, oversees the audit and assists the treasurer.	Nicole has overseen caution, watch, and emergency projects. She has prepared and reviewed financial reports as well as consulted local governments on accounting procedures.	
Druann	Miller	Director of Instructional Services	Dru will be Grant Administrator and Lead Grant Manager.	Dru has over 27 years experience in curriculum and instruction, professional development and managing state and federal grants. In her current position, she manages RtT and all Title Federal Grants.	In her former position as Director of Special Education in Dayton Public and Kettering City Schools, she managed the IDEA-B and ARRA Federal Grants. She is also responsible for collecting and disseminating documentation for federal and state audits.	
Kiera	Kippins	Federal Budget Coordinator	Kiera will be the Budget Manager for this project. She will attend all meetings and oversee all expenditures.	Kiera has a Master's Degree in Education with a concentration in Special Education. She has experience managing grants as well as instruction in a virtual environment.	Keira has managed state and federal grants for 10 years. Prior to coming to KCS, she was manager of an on-line virtual school responsible for implementing a 1:1 and blending learning instructional model.	
Connie	Bowman	Associate	Dr. Bowman will	She is the Associate Professor	Dr. Connie Bowman, Associate	

		Professor and Chair of Teacher Education Department at the University of Dayton	coordinate the partnership between the University of Dayton and Kettering City Schools.	and Chair of the Teacher Education Department at the University of Dayton. Her PH.D is in Preservice Teacher Education.	Professor and Chair of the Teacher Education Department at the University of Dayton. She has 18 years teaching grades 7-12 and 16 years at UD teaching literacy courses, methods in English, Social Studies, Educational Psychology and pedagogy.	
Michele	Massa	Elementary Curriculum Leader for English Language Arts and Social Studies	Michele will plan and present professional development, technology integration and curriculum support.	Michele has over 15 years experience teaching in the classroom and 5 years in curriculum development. In her role as teacher, she served on many Curriculum Study Committees. She has a Master's Degree in teaching.	Michele has planned and presented at workshops locally as well as state conferences.	