<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>413,925.00</td>
<td>0.00</td>
<td>0.00</td>
<td>413,925.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>50,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>50,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>413,925.00</td>
<td>0.00</td>
<td>0.00</td>
<td>463,925.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>50,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>463,925.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -463,925.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
   Building 21st Century Skills in a Learner-Centered Environment to Empower Digital Citizenship Now and In the Future

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

   To insure that Champion District teachers are prepared to meet the challenge of fostering 21st century skills in the students they serve, this project will utilize three self-paced, competency-based professional development opportunities online for all grade-level teachers to develop skills in order to create and sustain learner-centered environments utilizing technology. The project will also empower teachers and students by providing an infrastructure of technology that empowers each teacher and student to utilize project-based, inquiry learning, while acquiring the versatility and skills in using various technologies. It will also support and sustain continued professional growth for teachers through an online teacher/university learning community.

   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.

3. Total Students Impacted:
   1518

   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
   Mrs. Rebecca Baxter

   Organizational name of lead applicant
   Champion Local School District

   Address of lead applicant
   5975 Mahoning Ave. NW Warren, OH 44483

   Phone Number of lead applicant
   330 984-2497

   Email Address of lead applicant
   rebecca.baxter@neomin.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
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

A technology survey was sent out about the utilization of 21st century skills and technology in the classroom to teachers in the Champion Local School District (See Appendix A). The survey identified a poor use of both technology and 21st century skills in the classrooms. Teachers also identified problems for why they did not use technology in the classroom. These responses are aligned with the fact that teachers utilize a thin client system for their staff computers that limit their ability to use technology in terms of speed, storage and use of individual programs for student learning. Students also do not have daily access to personal use of technology. Students have been surveyed and some do own their own device, from smart phones to computers, but most did not utilize BYOD because teachers believed that students did not have their own devices or did not want to take the responsibility for having students use their own device. These results identified that teachers had limited understanding of current technologies, even though they felt they used technology on a regular basis in the classroom. This limited understanding and use of effective technologies, voids students of any student-centered, inquiry-based learning and thus limits the skills the district would like to foster. This was also true for the understanding and utilization of 21st century learning skills in the classrooms and the ability to feel confident in using technology to assess learning, including the new required ODE online assessments. Finally, the resources used in the classroom are also limiting and therefore, are seen as part of the problem in building and sustaining a culture of learning that embraces the learner through inquiry-based learning using technology and 21st century skills.

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

The innovative project of Champion Schools will include the following 3 components: a) Professional Development- Teachers will begin their professional development by attending the YSU Technology Conference for educators titled: Technology for Today and Tomorrow's Classroom. This conference is June 14, 2014 and will be a springboard to the professional development provided through a partnership with Youngstown State University. Three, self-paced, competency-based, on line learning experiences will be provided to Champion School teachers that will focus on: a. Using Technology to Support 21st Century Skills-tailored to each grade-level band; elementary, middle school and secondary. b. Creating a Learner-Centered Environment through Inquiry-based Learning Using Technology-tailored again to meet the unique classroom needs for grade bands of elementary, middle and secondary classrooms. c. Using Technology for Assessment This PD will be for both teachers and students and will include a separate web-source that will be developed for students who will also be utilizing the new ODE online tests. This professional development will require competency acquisition in each area, by having the participating classroom teachers implement technology methodology that will be seen and demonstrated through the PD, utilizing a professional development plan. This implementation in the classroom must provide some form of inquiry-based project that incorporates content-based learning standards and 21st century learning goals. Each of the PD experiences will offer CEU's or the option of 1 graduate credit hour. b) Technology Infrastructure- Without the acquisition of new technologies, teachers will be unable to create a digital, learner-centered environment. Therefore, this project will provide laptops for each of the 110 classroom teachers and Google Chromebooks for student use. This will include twenty-five computer carts of thirty Chromebooks for a total of 750 devices. This will break down to two carts per grade level and one per special. c) Teacher Learning Community- To support the continued growth in student-centered learning aligned with state standards and 21st century skills, an online platform will be created that will encourage dissemination of experiences, on-going dialogue with university faculty and technology resources. These 3 strategies of professional development, resources and support have been documented by Wolfe (2012) as vital elements that work together and change teaching practices to promote effective and creative digital learning in a learner-centered classroom. Wolfe (2012). Cultural shift: Teaching in a learner centered environment empowered by digital learning. Alliance for Excellent Education.

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.)

- 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.)

The spending reductions will include the cost of the Chromebooks and its accessory items as well as reduced copying/printing i.e. paper ($55,000), ink and toner ($10,000). The teachers will also be receiving $300 per three professional development classes for supplies to carry out their technology plan, for a total of $900 a teacher multiplied by 110 teachers, which will reduce building supply budgets by $99,000 over...
the five years. There will also be savings from the Google Management ($25,000), the Chromebooks ($210,000), and headphones ($2,925). This will save approximately $401,925 over the next five year normally spent on technology upgrades/replacements due to the transition to “Bring Your Own Device” (BYOD). The grant will also save the district $87,844 in FY15 for the purchase of the teacher laptops, wireless mice, and 3-year warranties. The current teacher machines will then be reused in computer labs for student use. These 110 recycled teacher machines will create three new student labs with a saving to the district. The district will also institute a technology buy-out for the Chromebooks at the end of five years to allow students to purchase them for personal use. The district will take that money (+$12,000) and reinvest it back into the latest mobile devices. Finally, the project will save the district $10,000 a year indefinitely with teacher Professional Development provided by the on-line courses from Youngstown State University. This will be a savings of $50,000. The total spending reductions for the five-year forecast will be $463,925. The total saving is 73% of the total grant.

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.)

The number one resource that will promote a greater sharing of resources will be the acquisition of more technology for the district. Innovation that leads to student-centered learning that has a focus on 21st century skills is only possible with this acquisition. The grant will allow teachers to infuse their classes with technology more frequently by putting more devices in the hands of the students with the Chromebooks carts (2 per grade level and specials). With these purchased devices, and the recycled teacher computers that are presently available (110), this grant project will bring our school to a 1:1 ratio for student access with devices. The use of these devices within the next five years will bolster our BYOD program as well, since teachers will become more acclimated to the technologies, be more versatile in the use of technology and therefore, be more encouraging of students to eventually bring their own devices. The project will also springboard proper digital citizenship and break down the barrier of the haves and have-nots. All students will be able to use a device in the classroom. Research is showing 39% of student owned personal devices increased to 56% among high schoolers - rose to 66% and 85% in 2010 (Walling, 2012). Once students and parents see how the district has embraced and is academically using digital devices, data suggests that more students will take advantage of BYOD (Costa, 2013). Students will see the benefits of using their own devices supplemented by the school-owned devices. Near the end of life for the grant-purchased devices (Chromebooks), the district will allow students to purchase the devices at a discounted price to help sustain the project goals of a learner-centered-technology-rich environment. The district will then be able to use that money ($12,000+ ) to buy new devices, though the trend of BYOD will be projected to be in full swing. The availability of devices will also greatly cut down on the districts time away from the academic day due to testing. Right now, it would take each building 44 days to get its students through the Next Generation of Assessments because of the lack of testing devices. These new devices will take state mandated computer-based assessments testing windows from 44 days down to one week. It will also increase the time teachers can differentiate lessons due to the use of digital media. This project will also promote a large cost avoidance to the school district. It is hard to put a dollar amount on this issue but it is a real issue facing our district that this grant will solve. As our district continues to grow and technology becomes increasingly necessary in schools, space will become a commodity. Typically computer labs are housed in regular classroom, which takes space away from regular classes. The only choice the district will have will be to increase class sizes, compromising academics or building modular classrooms. The mobile carts for students will resolve this issue allowing students to use technology in the classrooms and freeing up rooms for our growing district.

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.)

To empower teachers to utilize technology to transform classrooms, Champion Local SD has partnered with Youngstown State University to provide professional development to empower teachers to utilize the technology for a learner-centered environment. This empowerment through PD will promote both comfort and confident in classroom teachers, thereby promoting the use of a variety of technologies to greater serve the needs of their students. This itself will empower teachers to shift their perceptions to a new model of teaching and learning. This new model has students at the center and teachers as the facilitators of experiences that provide student-led learning that promotes and sustains 21st century skills. The model also provides flexibility in the amount of planning when using technology because of teacher comfort, skill levels and user effectiveness. Sustainability is critical for any long-lasting change to occur. Since this project seeks to change the culture of teaching and learning through the acquisition and utilization of technology that supports 21st century, student-centered learning, the district has carefully considered sustainability of the project. This sustainability plan will promote the continued growth and development of an educational culture by first promoting on-going growth and development of its teachers and dissemination of their experiences through an online learning community. Teachers throughout their days do not always have the opportunity to share their challenges and triumphs. The online community will enable this type of dialogue to occur, and thus promote efficient and effective sustainable practices. Long-term sustainability is inevitable if teachers are trained effectively (professional development provided by YSU), resources are available (new technologies to provide a device in each student’s hands) and ongoing support (online learning community) is provided. Each of these three facets will be provided through the 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.**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>646,239.00 State the total project cost.</td>
<td></td>
</tr>
</tbody>
</table>

* Provide a brief narrative explanation of the overall budget.

### See Appendix B for the project budget. The new 110 Teacher laptops at $736.68 each for a total of $81,034 will provide the teacher with much more power and functionality. The 110 wireless mice at $12.82 for a total of $1,410 will provide the students with a effective tool to allow mobility (20-25 feet) around the classroom. The laptops will have a 3-year warranty for the price of $5,400. This will help will any repairs or problems that the laptops may encounter. The grant will also provide 780 Chromebooks for student use at $267 each for a total of $208,260. To keep the technology budget down and not have to hire additional staff to support the technology in the district the grant will provide the Google Site License Management consol for a one-time cost of $30 per device, for 780 devices for a total cost of $23,400. Instead of having to put in stationary computer labs the twenty-five Movable carts for Chromebooks at $1,495 a piece for a total of $37,375 will allow the Chromebooks to be used in every classroom. Students will also be able to use headphones with the Chromebooks to allow for differentiation and students to work at their own pace on topics that fit their learning projects. For 780 headphones at $3.75 the total is $2,925. To run the additional technology provided by the grant, the district will need to install two additional POE Switches in the elementary school and high school for a total of $5,990. With an increase in mobile devices, the district will need to add additional wireless access points. The grant will provide 15 to the elementary, 15 to the middle school and 15 wireless access points to the high school at $495 a device for a total of $22,275. The project will also need some additional supplies including RJ45s, raceway, keystone jacks, network boxes, fittings, outlet covers for a total cost of $1,500. All the wireless access points will have to be run to the switches and that will involve a lot of cat6 cable. The district will need ten boxes of cat6 Ethernet cable for a total of $1,580. Champion Teachers will receive an incentive of $300.00 per course they take for classroom materials that will support their technology and inquiry-based teaching for a total of $900.00 per teacher and a grand total of $99,000. The rapid installation of the project will also require that we hire an "as needed" technician for 5 hrs. a day for 40 days $135 a day 29 hours a week for the total of $5,400. The district will also need to hire summer student workers for manual labor to help unpack and move the new technology in the short summer break. This addition for two student workers at $7.95/hr. for 40 days 29 hours a week will total $18,444. Dr. Cummins will work as the lead Principal Investigator for YSU and will serve as the partnership contact and content expert in providing the professional development and ongoing support to Champion Teachers. She will work with Bill Swann who will be the Instructional Designer for the 3 courses The fees include the following submitted in accordance with YSU's grant policies: Instructional design YSU $4130, Dr. Cummins=$47,707 (Please see Appendix C for YSU's Budget). YSU will provide a graduate assistant that will support the work of the grant associated with the partnership and professional development. This fee includes both academic year and summer calendar fees of $7,500 (AY) and $3,750 (Summer), fringe indirect cost of tuition remission $6,863 for a total of $18,113. Payment for 3 Graduate semester credit hours to YSU 3 classes @$150 per credit 110 teachers =$49,500, 30 teachers x $40=$1,200. In order to share our learning from this experience with other districts, the project team along with 3 teachers from each grade band will present at the OTEC Conference or another to support dissemination for a total of $6,000 (6 people @ 1,000 each). This will include registration, mileage, food, hotel, and materials.

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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.

463,925.00 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 why.

The following expected savings have been calculated by the treasurer of Champion Local School district as a result of this project and include an ANNUAL SAVINGS of: FY16 $86,585; FY17 $89,085; FY18 $90,585; FY19 $92,085; FY20 $105,585 (Because of $12,000 revenue from Chromebooks) Total five-year Savings = $463,925. FY16: Champion budgets approximately $20,000 annually for staff development needs. The online learning environment set up by YSU would allow training for the entire staff and future staff members as well. This will save the district $10,000 annually from the staff development needs budget for the credits earned through the classes. Not only will this one-time cost support the needs of the staff of the district in implementing BYOD this will half the budget needed for staff development. Once all staff members are trained this curriculum can be changed to accommodate additional technological needs with minimal effort and cost. The grant will save $42,000 annually from the tech budget that would cover the cost of 1/5 of the total project amount of Chromebooks (156). Included with the Chromebooks would be that savings of 156 Google Site Management Consuls at $5,000 dollars and 156 headsets at $585. The project will also defer $19,000 from teacher supplies with the stipend from the classes to help teachers implement their technology plans. Finally there would be $9,000 in paper savings and $1,000 in ink saving from using digital resources versus print. This would total $86,585 in savings from FY 16. FY17: Champion would continue to save $10,000 from the staff development budget, $42,000 from the next installation of 156 Chromebooks, $5,000 from the Google Management consul and $585 for 156 headsets. The project will continue to defer $20,000 from supplies that teachers can reuse for the previous year's purchase. With the increase in the use of digital resources the district will show an increase in savings from paper with $10,000 and $1,500 savings in ink. The total savings for FY 17 is $89,085. FY18: Champion would continue to save $10,000 from the staff development budget, $42,000 from the next installation of 156 Chromebooks, $5,000 from the Google Management consul and $585 for 156 headsets. The project will continue to defer $20,000 from supplies that teachers can reuse for the previous year's purchase. With the increase in the use of digital resources the district will show an increase in savings from paper with $11,000 and $2,000 savings in ink. The total savings for FY 18 is $90,585. FY 19: Champion would continue to save $10,000 from the staff development budget, $42,000 from the next installation of 156 Chromebooks, $5,000 from the Google Management consul and $585 for 156 headsets. The project will continue to defer $20,000 from supplies that teachers can reuse for the previous year's purchase. With the increase in the use of digital resources the district will show an increase in savings from paper with $12,000 and $2,500 savings in ink. The total savings for FY 19 is $92,085. FY20: Champion would continue to save $10,000 from the staff development budget, $42,000 from the next installation of 156 Chromebooks, $5,000 from the Google Management consul and $585 for 156 headsets. The project will continue to defer $20,000 from supplies that teachers can reuse for the previous year's purchase. With the increase in the use of digital resources the district will show an increase in savings from paper with $13,000 and $3,000 savings in ink. This year will also bring in additional $12,000 from the resale of the Chromebooks that will help buy new technology to sustain the project. The total savings for FY 20 is $105,585.

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.
The grant will be sustainable for at least five years after June 30th of the grant year by the savings explained in question 14 and the savings identified in the financial impact table. The savings will also continue beyond the life of the grant because of the digital nature of the professional development that will be available indefinitely to our teachers now and in the future who will be able to take it at their own pace for either credit or CEU’s. Though there will be a cost for the graduate credit hour, this cost is less than the amount currently in the budget for teachers’ summer professional development reimbursement. The teachers’ professional development also encompasses an on-going learning community that will promote and sustain professional growth and development on a continuing basis. The purchase of the Chromebooks is also sustainable and a huge savings for the environment. Paper waste is cut back, along with the unnecessary time of collating, copying, and printing out documents that are destined for the trash. The mobile device are a large purchase up-front, but when you think about the amount of free tools, resources, and books that are available on the devices, one will quickly see that to purchase the same amount of equipment and books would cost thousands more. The project also provides the buy-out portion at the end five years that will put money back into the project and allow for current technologies to be put into the hands of students. The project also looked at the trends of BYOD and believes that in the future, more students will use their own devices in school rather than district-owned technologies.

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 August-mid September 2014

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

Communication to building principals and teachers of the district project Communication sent out to parents in district about new project. Acquisition of Technology-orders of carts, computers, and peripherals; Computers given to teachers, carts with tablets delivered to schools. Teachers given a short workshop about their laptops/functions; student laptops, security and safety. Policies in place for the use of devices-gone over w/students and parents. Planning and Development of first PD: registration format-YSU. Meeting of teachers who attended YSU Technology Conference: technology leaders recruited on each grade level. Discussion of pre/post-assessments in the area of 21st century skills, elementary middle, and secondary- set date for assessments to be taken in schools at the beginning of September. Technician hired and student workers hired. Graduate Assistant hired from YSU.

* Anticipated barriers to successful completion of the planning phase

BARRIERS A possible barrier can be that orders of computers are delayed and initial training of teachers is postponed due to lack of computers. Professional development will continue to be planned however, and hopefully, the delay can be supplemented with focus groups that will support teachers in discussing their technology plans. The district currently has a wireless system, but will be taxed with the additional devices. The grant will provide more Wi-Fi access points and the deployment of these additions will take time. The district has a BYOD policy and will have to notify students and parents with more enthusiasm than in the past. The district has already tested the teacher/students and they are compatible with the school's needs, but we may encounter technical issues that are unknown to us at this time. The district will also have to consider the websites that will be used with YSU's professional development that may be blocked by the school districts Internet filter system. The school will have to get these in advance and provide overrides for access to the sites. Another possible barrier is that this year is a contractual year for Champion Local SD and it is possible, in all negotiations that a strike would occur. The technology coordinator is aware of this issue and during July all the POs for the project will be written so they work can be carried out. This may delay some of the scope of work, but once a contract is signed the scope of work will continue.

18. Implementation - Process to achieve project goals

* Date Range September - June 2015

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

September-November 2014 Communication sent out to district teachers of first available PD. First PD will request a individual technology plan from teachers integrated 21st century skills and will promote classroom implementation during this time of technologies and learning experiences that build 21st century skills within a learner-centered environment. 2nd PD experience is being developed by YSU. Photos taken to create a digital portfolio of the districts experiences to be able to disseminate experience to others. December 2014-February 2015 2nd PD is opened to district teachers. Communication sent out to district teachers of first available PD. Individual technology plan will now include an inquiry-based learning experience, fostering content-based standards with 21st century skills classroom implementation of plan during these month to expand technology into inquiry-based/project-based learning. 3rd and final PD is developed by YSU. Communication goes out
Please enter your response below:

To be able to create and sustain change, teachers must have all 3 pieces that have been described so far in this grant; professional development, resources, and ongoing support. Since all 3 elements will be made available as a result of this grant, the expected changes that will occur will be instructional, based on a shift to a learner-centered classroom environment, embraced by classroom teachers who are willing and able to be innovators using technology. This to a degree is a flipped perspective on teaching, since the teacher becomes a guide and facilitator versus the "sage on the stage." There is no doubt that more learner-centered environments that integrate technology and have the perspective of inquiry-based learners will find students who are more invested and take ownership of their own learning. It will also mean less use of textbook equated learning and more integration of software and technology resources that promote students as researchers and problem-solvers. This will occur even from a very young age, since these elements will be available for all teachers K-12. Starting children out as problem-solvers and researchers using technology will produce 21st century skills through high school that will be sustained and allow for global citizens in the future. To be specific the following changes are anticipated in the district related to the three specific elements Professional Development: Efficacy in teachers - an ability to feel confident about their skills in using technology, in building a learner-centered classroom and in meeting learner-centered benchmarks of state standards and 21st century skills. "Teachers feelings of autonomy in instructional practice directly influences feelings of efficacy and levels of commitment to the organization." (Wolfe, 2012 p 9- Culture Shift: Teaching in a Learner-Centered Environment Powered by Digital Learning.) Increased 21st century skills in students- evidence of acquisition of these skills at all grade levels. Time used more effectively to plan and assess learning, included new required ODE online assessments. Resources: More available resources: 1:1 ratio of computer to student. Laptops in the hands of teachers: more resources available for their classroom. Time used more effectively to plan and assess learning, included new required ODE online assessments. Resources: More available resources: 1:1 ratio of computer to student. Laptops in the hands of teachers: more resources available for their classroom. More utilization of technology on a daily basis. Cost savings as a result of increased use of technology that will cut the cost of paper, textbooks. Support: Increased dialogue between teachers about their innovations: success stories produce motivation to continue the vision of a learner-centered environment and will sustain the journey over time. Fears and anxieties will be lessened when teachers questions can...
be answered more readily. Learning communities also provide ongoing growth and development- that will feed into more efficacies for teachers and more skills and learning for students.

**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.

The District entered into a HB 264 project a few years ago and replaced all district computers with the Thin Client System. The computers used in the district before this project had many platforms, i.e. Apple, Windows XP, Windows 7, etc. District budgeting concerns over the years caused this "mish mash". This project then enabled the district to streamline its technology department, due to having one platform to manage, thus saving funds in addition to the energy cost savings expected in under taking this project. The district then when it negotiated for its next copier lease ensured that the new copiers would be "printer ready" thus allowing for desktop printers to become obsolete saving not only the costs needed to replace these printers, but the costly inks and energy needs for all these devices. These copiers also had fax and scanning capabilities to cut down on separate machines and maintenance. Again the technology department was also streamlined due to the company that leased the copiers to Champion now handle repairs, etc. This new Straight A Grant project will continue to keep the district abreast of new technologies and at the same time continue the district's quest to save taxpayer money. Past experience has demonstrated that the district has made wise choices that have insured continued progress in technology. This project, as discussed so far in the proposal narrative and seen in the project 5-year budget will also sustain technology and empower teachers to use the technology which will support effective learning in 21st century skills and of course, in content specific to grade levels.

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.

Number 19 in this proposal outlines the summative evaluation that will be utilized during this grant year. Champion Local School District sees it imperative in evaluating the concepts, strategies and approaches used in this project by seeking feedback and evaluation from all key stakeholders in the district. This includes students, teachers, administrators, and parents. Rebecca Baxter will serve as the internal person who will be responsible for conducting the evaluations for the grant project goals. YSU in coordination with Rebecca with analyze pre and post evaluative results. The Google forms for the teachers and student outcomes related to the grant have been developed and can be seen in the Appendix. Teachers will use the form that was completed to define the problem in this grant. Students will use age-appropriate pre and post surveys developed by YSU and seen in the Appendix. Additional survey will be used with school principals and questions will be added to the parent survey.

email:rebecca.baxter@neomin.org, phone:330-984-2498. Brian Gillespie will be conducting the financial analysis of the grant to show the reduction in cost and savings provided by this grant. Brian will be using an appropriation report to check the against the district's total budget. The savings will be reported to the district's superintendent and technology coordinator to include in the grant's evaluation report. email: Brian.Gillespie@neomin.org, phone: 330-847-2330

* 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).

Through this project, Champion District will be able to increase the technology resources for increased usage of this technology by classroom teachers and students. Therefore, short and long-term goals for utilization of technology will be measured through a sign-out sheet that will be available for each student Chromebook cart in each school. This sheet will include the name of the teacher, date and utilization of technology (how technology was used by the teacher and student in the classroom). This will provide short-term and long-term feedback about the use of the technology. Trends can be documented over time to measure this technology use, which will align with greater use of resources for this project. Pre and post evaluations from each course with measure a teacher's sense of efficacy in utilizing technology to build a learner-centered classroom and build 21st century skills in students. These evaluations will be tailored specifically to the content of the course to measure teacher learning related to 21st century skills, inquiry-based learning and assessment (See Appendix D and E). Through a financial study conducted by the district treasurer. Past records will be used to show an annual cost savings and reductions from the grant.

* 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 online professional learning community’s intent is to bridge the gaps between knowledge and application by providing continued support for teachers in the application of newly acquired skills, along with the personal teaching goals set by each teacher in their professional development plan. At the end of the academic year, classroom teachers will be asked to evaluate the effectiveness of the learning community in helping them attain their professional development plan and in growing to be more learner-centered and inquiry-based using technology.
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 goal of the grant is to create life-long learners in 21st century learning skills in both the district's teachers and students. By setting the teachers up with the proper technology, training and continuing support, the teachers will be prepared and adaptable to new technologies that emerge and will be of importance in the digital age. Providing mobile technology to the students will give rise to a culture where students can collaborate, create, and innovate through the content of their classes. Question 22 explains short and long-term measureable outcomes with the goal being that by the end of five years between 70-100% (77-110 teachers) will be utilizing the Chromebooks 2-3 times a week in their classrooms and 60% will be using the 21st century concepts taught in the professional development. The project will also continue after the life of the grant due to the sustainability of the professional development and the continuing trend of students using BYOD. The lasting value of this project is that the district is providing the students with the necessary skills to be career and college ready. These skills will also help our students to compete and flourish in the digital world of the future.

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

* Spending Reduction in the five-year fiscal forecast

At the end of five years, the district will save $463,925 as described in the Financial Impact Table and elaborated in question 9. Here is the following projected annual budget saving that will serve as benchmarks for the district over the next 5-year period: FY16 $86,585; FY17 $89,085; FY18 $90,585; FY19 $92,085; FY20 $105,585 (Because of $12,000 revenue from Chromebooks). In addition, the staff development component of this grant, could be a model for other areas of staff development that would be district-wide enabling the district to save further funds. It would also make staff development consistent across for all employees and help maintain that all teachers, regardless of hire date, would receive the same training with this clearly defined professional development. The main benchmark the district aims to achieve in freeing up technology funds is to save taxpayer funds. This project will generate other future objectives as well. An example is providing classroom space now needed for computer labs can be reassigned to actual classrooms that will be needed as student needs and population growth increases average daily membership. A small reduction in energy costs is also anticipated as more students migrate to BYOD. Another outcome will be a savings in administrative time in having to talk to vendors for technology, writing multiple purchase orders, and other administrative time associated with research into new technologies.

* Utilization of a greater share of resources in the classroom

The first year of the grant will be the total integration of the new technology for the district. The teachers will be utilizing the new, more powerful laptops that will help better prepare the students for the Next Generation of Assessment through modeling the blueprint of the computerized tests. The repurposed computers from the staff will go into labs that will give students a 1:1 environment that will better prepare them for the standardized and digital assessments and 21st century learning skills. The students will also have access to the Chromebooks in their classrooms to collaborate with their peers and experts across the world. The teachers will be able to pass along their newfound knowledge from the professional development by implementing their individual technology plans. This plan will also help teachers during the new Ohio Teacher Evaluation System (OTES) because of the growth they will show through their technology plans and the data they will gather. Teachers will be required to develop a Professions Growth Plan, focused on areas of professional development that will enable them to improve their practice. An according to OTES, the outcomes will enable teachers to increase student learning and achievement. Students will also see the value of mobile device and their will be a greater buy-in of students BYOD with the support from parents in the district. Year 2-5: Teachers will be perfecting their craft and use of technology in the classroom. They will have worked out any issues and will be further expanding on their individualized technology plans. They will have ordered their supporting materials and be using them to the fullest. 50% of all formative and summative assessments, including performance-based, will be computerized. More of the curriculum will be accessed digitally and students will be storing information in an e-portfolio reducing the need for printing and paper. Student will have a data map to help individualize needs.

* Implementation of a shared services delivery model

The goals for the first year of the grant include that 40% of the 110 teachers (44 teachers) will utilizes the three courses provided by YSU and more teachers will use technology in the classroom. Teachers will be more tech savvy and feel confident about students using mobile device and see the value of them in the educational setting. Year 2-5 of the grant: 60%-100% of the 110 teachers (66-110 teachers) will utilize the three courses provided by YSU and more teachers will use technology in the classroom. Teachers will be more tech savvy and feel confident about students using mobile device and see the value of them in the educational setting.

* Other Anticipated Outcomes

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

Replication of this project is quite doable. The three main components would be professional development that focused on 21st century skills and learner-centered environments using technology. YSU will have created 3 available workshops that can be taken by any district teachers, since they will be online and self-paced. The skills and competencies that will be built by these courses can be then easily implemented within the classroom, K-12. Resources of course, would be needed by other districts as well, since provided devices in students hands is critical for success. This may entail BYOD by districts. One step that will be one of the courses will provide experiences of how individualized, learner-centered experiences can be provided through a variety of devices. Therefore, teachers will be versatile in how they use technology and will not be bogged down with skill-sets that are only applicable to one type of technology. The last area of a continued form of a learning community can also be modeled by having districts either create their own learning community, or like this proposal partner with a university where, faculty can also become part of the process and dialogue. Dissemination is possible through Technology Conference. OETC should encourage a slot for grantees to share their projects and the lessons learned. The Ohio Technology Conference will be utilized by the project team to disseminate results of the project and lessons learned. This will include a team of Rebecca Baxter, Dr. Lauren Cummins, Bill Swann and 3 classroom teachers from elementary, middle and secondary education.

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).
### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauren</td>
<td>Cummins</td>
<td>3309417237</td>
<td><a href="mailto:lcummins@ysu.edu">lcummins@ysu.edu</a></td>
<td>Youngstown State University</td>
<td></td>
<td>One University Plaza, Youngstown, Ohio, 44555-0001</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Lauren</td>
<td>Cummins</td>
<td>Associate Professor-Teacher Education</td>
<td>Responsibilities: PI for Youngstown State University. Lauren Cummins will work with Bill Swann to create 3 professional development opportunities for 110 of Champion's teachers in grade K-12. These opportunities will be totally online, competency based, and have at least 12.5 contact hours each to support the option of one graduate credit hour for each. Lauren will be the content specialist in the design and Bill will be the instructional designer working with Lauren to make it happen. The 3 topics include: 1. Using Technology to Support 21st Century Skills, specific for each grade level of elementary, middle and secondary. 2. Creating a Learner-Centered Environment through Inquiry-Based Learning using Technology 3. Using Technology for Assessment, including a separate web-source to support students in taking web-based assessment, in particular the new ODE assessments. In addition, Dr. Cummins will monitor the courses and teachers who will take the courses for credit and will be the faculty member who is the instructor for all 3 professional development opportunities and therefore, will be grading all course related assignments. She will also work with Rebecca Baxter to evaluate the impact of the grant, create an online learning community that will support ongoing growth and development for teachers, and meet with...</td>
<td>Qualifications: Dr. Cummins, has been a full time faculty member in Teacher Education at YSU the last 12 years. She has developed and teaches 4 courses in education for the Graduate Program in ECE that have all been Quality Matters approved (QM). She is a master reviewer for higher education for Quality Matters and a Reviewer for K-12 online teacher for QM.</td>
<td>Relevant Prior Experience: She has presented at numerous conferences on the topic of effective pedagogy for distance education and online teaching and learning and was awarded Faculty Innovator of the Year by the Ohio Board of Regents in 2011 for her innovated online teaching strategies. Her current research related to technology is in the area of engaging, learner-centered pedagogy through distance education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebecca Baxter</td>
<td>Technology Coordinator</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Champion Local School District</td>
<td>Rebecca Baxter will facilitate the grant and make sure all parts have complete follow through. She will order all necessary equipment, oversee the technology infrastructure, deploy all technology, disseminate information to teachers, parents, students, and the community. Mrs. Baxter will be the liaison to Youngstown State University and will co-present the findings of the project at tech conferences. She will also work with Dr. Cummins to evaluate the impact of the grant, create an online learning community that will support ongoing growth and development for teachers, and meet with classroom teachers in the schools to support additional classroom needs.</td>
<td>Mrs. Baxter is the Technology Coordinator for Champion Local SD, where she teaches computer classes and coordinates and oversees the infrastructure for all the technology in the district. She manages all the hardware and software for three separate buildings in the district. She is responsible for the network, website, and the digital security of all of the school district's students and personnel.</td>
<td>As 11 years as a teacher, Rebecca is an advocate for the advancement of student use in digital media and 21st Century Learning skills. She was responsible for coordinating the districts faculty to design the technology curriculum for the K-12 programs. She has published several articles related to technology in the schools. She, currently plans the technology professional development for all the teachers in the district.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
