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| Adjusted Allocation | 0.00 |
| Remaining           | -6,156,479.61 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   ITTS 21: Interactive Technology for 21st Century Teachers and Students

2. **Executive summary:** Please limit your responses to no more than three sentences.
   ITTS 21 is a 9 district, 8 county, K-12 innovation that impacts a total of 9,446 students capitalizing on a shared services model. Our Straight A INNOVATION PROJECT goal is to develop new learning resources, (customized, electronic textbooks), new learning delivery systems, and more effective teachers as defined by the Ohio Teacher Evaluation System who will create personalized learning paths for students to ensure graduates meet today's college and career ready targets and close the gaps between demographic groups within our consortium. Our ITTS 21 BOLD AND INNOVATIVE SOLUTION (creating a substantial and lasting value) is to: a) cut the achievement gap and college and career readiness gap between the "All" subgroup within the consortium and the state average in 5 years; b) increase the ratio of resources allocated to classrooms in comparison to school funding directed to non-classroom expenditures; and, c) Ensure spending reductions in the 5-year fiscal forecast as a result of shared services and resources and cost savings due to changes in organizational practices.

   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:**
   9446

   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:**
   - First Name, last Name of contact for lead applicant
     Nicholas Hansel
   - Organizational name of lead applicant
     Franklin Local School District
   - Address of lead applicant
     360 Cedar Street, Duncan Falls, OH 43734
   - Phone Number of lead applicant
     740-674-5203
   - Email Address of lead applicant
     nick.hansel@franklinlocalschools.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
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

The quickly changing global economy requires today's students to graduate with a wide range of abilities and competencies to be prepared workers. To graduate college or career ready, students must develop proficiency with technology tools, multi-media texts, collaborative problem solving and the designing and sharing of information in a variety of ways and purposes. These fundamental challenges raise concerns and cause a problem for rural, Appalachian school districts. According to the Appalachian Regional Commission (2010) Ohio's Appalachian region has historically lower college going, college completion and educational attainment rates than the rest of the state and the nation. Less than 12% of the adult population in most Ohio Appalachian counties has completed college, which is well below the overall national Appalachian rate of 17.6% and the U.S. rate of 24.4%. The average percentage of high school graduates in Appalachian Ohio participating in the 2008-09 Advanced Placement (AP) test was 16% compared to 34% for non-Appalachian Ohio. As reported in five-year trend data from the Ohio Board of Regents (2003-2007): College remediation rates for reading or mathematics on average were approximately 46% for Appalachian Ohio districts, compared to the state average of 39% and the mean ACT score (2008-2009) for Appalachian Ohio districts was 20.6, and for non-Appalachian Ohio districts was 21.6. Fifty-nine percent of Appalachian Ohio students are exposed to a less than minimum college preparatory curriculum, compared to a state average of 48%. These data and demands require Appalachian school districts to make a shift in the way content and instruction are delivered and the type and scope of resources used in the classroom. Funding issues, limited technology access, and staff preparedness create problems for rural districts in need of such a blended, personalized learning environment capable of enhancing and accelerating student achievement.

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

Interactive Technology for 21st Century Teachers and Students (ITTS 21) is a nine district, eight county, K-12 collaborative project addressing our problem in three innovations. INNOVATIVE SOLUTION #1: Change the delivery of content and instruction by: Creating a blended learning environment where students learn in part through online delivery of content and instruction with the element of student control over time, place and pace. Students will use individual learning devices and a learning management system to access knowledge through team learning activities and individual research that will enhance differentiation of instruction and the creation of individual learning pathways. Developing professional learning communities across nine districts for shared professional development of staff to develop effective teachers as defined by the Ohio Teacher Evaluation System and using existing distance learning equipment for delivery of instruction to students and professional development to staff across the nine districts. INNOVATIVE SOLUTION #2: Change the type and scope of resources by: Incorporating a cloud-based Learning Management System (LMS) for content creation and delivery, collaboration, and assessment. Using the LMS to provide teachers tools such as curriculum and assessment management, whole group and individualized analytics, expanded student engagement and collaboration, access to a global learning community and a means to centralize all aspects of the learning process within ITTS 21 consortium. Providing educators the opportunity to gather and create customized resources using unit organizers tailored to the content of their classes. Using Apple MacBook Airs and Apple's iBooks Author to create iPad friendly iBooks, based on Ohio's New Learning Standards, to be shared with students and colleagues within the consortium. Going beyond creating the traditional textbook and providing teachers with tools to bring content to life in ways print cannot such as multi-touch picture galleries, presentations, videos, 3D models, interactive diagrams, and Google Drive integration. INNOVATIVE SOLUTION #3: Direct more resources to the classroom through cost reductions and efficiencies by: Reducing the need to purchase "hard copy" traditional textbooks on a regular cycle, creating a paperless environment through an LMS where student work is submitted digitally, assessments are taken digitally, and worksheets become obsolete, cutting costs of staff development by sharing expertise across the consortium and reducing the replacement of antiquated technology with the purchase of student devices and participating in a technology recycling program. Redirecting these resources directly into the classroom allows us to initiate the strategies described above in innovations 1 and 2. These three innovations are designed to develop new learning resources (electronic textbooks), new learning delivery systems, and more effective teachers as defined by the Ohio Teacher Evaluation System who will create personalized learning paths for students to ensure graduates meet today's college and career ready targets and close the gaps between demographic groups within our consortium. The creation of a personalized learning partnership between nine districts in eight counties (Franklin Local-Muskingum County, Barnesville Exempted Village-Belmont County, Bethel-Tate Local-Clermont County, Crooksville Exempted Village-Perry County, Georgetown Exempted Village-Brown County, Morgan Local-Morgan County, Noble Local-Noble County, Rolling Hills Local-Guernsey County, and West Muskingum Local-Muskingum County) will facilitate permanent changes in the delivery of content and instruction, the type and scope of resource utilization and permanent 5-year fiscal forecast spending reductions.

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.
Because students in Appalachian Ohio often come from homes of high generational poverty, they enter school academically disadvantaged and continue their education in a "catch up" mode. The ITTS 21 innovations in this proposal are designed to provide teachers with the skills and resources to differentiate instruction and develop blended, personalized learning opportunities for students to overcome these disadvantages. By partnering in the ITTS 21 consortium, we are better positioned to facilitate permanent changes in the delivery of content and instruction and the type and scope of resources utilized in K-12 classrooms in pursuit of increased student achievement. The single greatest impact on STUDENT ACHIEVEMENT is the effectiveness of the teacher. ITTS 21 has as its foundation the development of effective teachers as defined by the Ohio Teacher Evaluation System with special emphasis on teaching performance and student growth. Highly trained teachers with skills in using technology to support instruction are essential. Equally important, teachers must recognize their roles in a changed culture as facilitators of learning, rather than dispensers of knowledge. These are the first steps in changing the instructional delivery system. High quality professional development (PD) will build capacity to implement Ohio's New Learning Standards and Next Generation Assessments in a blended learning environment using new technologies to meet individual student needs. To improve delivery of content and instruction, PD will be delivered by experts identified within the ITTS21 consortium and accessed across the consortium via existing distance learning equipment or face to face. ITTS 21 will support the development of customized, interactive iBooks and resources created by teachers to be utilized across the consortium in grades K-12 using individual digital devices like the Apple iPad. The customized iBooks will be based on Ohio's New Learning Standards and provide for a personally engaging experience for students while meeting their unique learning needs. ITTS 21 will also incorporate a cloud-based Learning Management System (LMS) for content creation and delivery, collaboration, and assessment. The LMS will provide teachers with tools such as curriculum and assessment management, whole group and individualized analytics, expanded student engagement and collaboration, access to a global learning community and a means to centralize all aspects of the learning process. Students will use iPads and a LMS to access knowledge through team learning activities and personalized learning activities that will enhance differentiation of instruction and the creation of individual learning pathways. The LMS will give students and teachers a communication tool to collaborate on assignments and for students to deliver assignments and receive immediate feedback. The devices along with the LMS will allow for extended learning time, as students will be able to work outside of the regular school day. Students in this environment will become more engaged in their learning, and more academically productive. Increase STUDENT ACHIEVEMENT: Our expectation is that the permanent changes made to instruction and resources through the ITTS 21 project will increase teacher effectiveness, student engagement and personalization of learning necessary to cut the achievement gap and college and career readiness gap between the "All" subgroup of students within the ITTS 21 consortium and the state average in 5 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.)

ITTS 21 is focused on sharing services between nine districts to change the way content and instruction is delivered, the type and scope of resources used in the classroom, and to ensure COST SAVINGS AND SPENDING REDUCTIONS. Individually and collectively, the nine members of ITTS 21 consortium have outlined cost savings and reductions by shifting expenses from traditional paper media to curriculum developed and delivered electronically (as detailed in the Financial Impact Tables) in the following spending categories: Personal Services and Fringe Benefits - Due to the existing well qualified members of the consortium, ITTS 21 does not expect significant changes in personal services or fringe benefits related to technology maintenance, creation, administration, delivery, and implementation of the project. Purchased Services - As detailed in the Financial Impact Tables, when looking at savings across ITTS 21 consortium, districts report that copier lease and maintenance contracts will conservatively be REDUCED 10-35 percent per fiscal year. Districts estimate purchased services savings to be $15,648 beginning in FY2016 and $18,400 for FY2017-FY2020, which represents real savings totaling $89,248 to be reinvested into the ITTS 21 program to ensure sustainability. It should be noted that these savings are expected to increase as teachers and students become more familiar with digital learning and a paperless classroom. Also, members of the ITTS 21 consortium currently contract professional development and curriculum development services with outside vendors. These existing contracts and services will now be tailored toward the individual goals of the ITTS 21 consortium—no additional costs are projected. Any new professional development required to implement the project has been included in each member's budget. Supplies and Materials - ITTS 21 consortium districts have projected SUBSTANTIVE COST SAVINGS by eliminating instructional textbook replacement costs, reducing the annual purchasing of paper, eliminating consumable workbooks, and reducing the amount of instructional supplies needed. Districts estimate permanent supplies and materials savings beginning with FY2016 $475,736, FY2017 $508,069, FY2018 $547,355, FY2019 $621,875, FY2020 $654,208. This represents a total savings of $2,807,243 over five years to be reinvested into the project. Also, it should be noted that any new materials or equipment repairs (such as switches, circuits, wireless access points, iPad screens, etc.) that may occur from the project will be funded through the cost savings noted above. Any additional savings provided through this program will be used to SUSTAIN and improve the program. Capital Outlay - ITTS 21 will allow districts to transition away from maintenance and replacement costs of desktop computers and various instructional technologies. As evidenced on the Financial Impact Tables, districts have reported capital outlay savings of $255,098 beginning with FY2016. However, it should be known in FY2019, most districts are projecting to replace their iPad purchase from COST SAVINGS and reductions from FY2016- FY2019 and the Apple Recycling Fund. In FY2020, even with the replacement of iPads, districts are able to project capital outlay COST SAVINGS of $148,883. Furthermore, it should be known that in this expenditure class the cost to replace all devices will be $342,706 more than the savings. Although the cost to replace all these devices is significant, the overall savings from all spending categories in the program is projected to be $2,553,785 over the five years following the grant year. Additionally, ITTS 21 will use its collaborative purchasing power to drive down costs of must-have elements of the ITTS 21 project. These combined expected savings over five years totaling $2,553,785 are significant SPENDING REDUCTIONS and represent real dollars invested into the classroom to ensure the long-term sustainability of the ITTS 21 project.

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 ITTS 21 consortium will direct more RESOURCES TO THE CLASSROOM through cost reductions and efficiencies resulting from the proposed ITTS 21 innovations. ITTS 21 will reduce the need to purchase "hard copy" traditional textbooks on a regular cycle by utilizing teacher-created iBooks. In addition we will cut paper and copier costs by creating a paperless environment through a Learning Management System where student work is submitted digitally, assessments are taken digitally, and worksheets become obsolete. ITTS 21 allows for reducing the replacement of antiquated technology with the purchase of student iPads and participating in a technology-recycling program. The ITTS 21 consortium will utilize SHARED SERVICES of curriculum and technology personnel through distance learning technology across
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.)

The definition of a consortium is an agreement, combination, or group formed to undertake an enterprise beyond the resources of any one member. The ITTS 21 consortium is comprised of 9 Appalachian school districts spanning over 200 miles and 8 counties, built upon both new and old relationships for the purpose of undertaking 3 innovations previously out of reach of any one district. Together, we are better positioned to FACILITATE PERMANENT CHANGES in the delivery of content and instruction, the type and scope of resources utilized in K-12 classrooms and direct more resources to the classroom through cost reductions and efficiencies. The ITTS 21 consortium will increase the EFFICIENCY and EFFECTIVENESS of each partnering district through the SHARING OF SERVICES and resources. By capitalizing on experts within the ITTS 21 consortium, the districts will be capable of implementing the proposed innovations without increasing personnel costs. Curriculum and technology services will be SHARED and distance learning technology utilized to cut or stabilize staff professional development costs. Beyond the cost savings, districts expect increased EFFECTIVENESS of classroom teachers due to the personalized, cross-district professional development that will be coordinated and provided. Classrooms will be equipped with teachers highly trained in Ohio’s New Learning Standards and Next Generation Assessments, blended learning and new technologies to meet individual student needs and improve delivery of content and instruction. Educators within the ITTS 21 consortium will have the opportunity to gather and create customized resources using unit organizers tailored to the content of their classes. Apple MacBook Airs and Apple’s iBooks Author will be used to create iPad friendly eBooks, based on Ohio’s New Learning Standards, to be shared with students and colleagues within the consortium. SHARING in the task of creating curricular units and customized eBooks, ITTS 21 districts will not only reduce the need to purchase “hard copy” traditional textbooks on a regular cycle, but will reduce the amount of time and compensation of personnel in individual districts. The costs incurred by districts to implement the proposed innovations will be lessened by the value of SHARED PURCHASING POWER. Purchasing in bulk will capitalize on discounts offered by vendors for large orders. The ITTS 21 consortium proposal has the attributes necessary for LONG-TERM SUSTAINABILITY and SCALABILITY. The districts within the consortium have demonstrated permanent, five-year fiscal forecast spending reductions through their Financial Impact Tables. These permanent spending reductions make it possible to replace the equipment necessary for SUSTAINABILITY in a five-year period. The scalability of ITTS 21 is possible due to the way each innovation is made stronger by the number of participants. The more districts involved, the more experts to be SHARED, the more man power available to create resources and eBooks, the larger the purchasing power and the more students impacted by the permanent changes made to the way content and instruction are delivered and the type and scope of resources used in classrooms.

The 9 district consortium to cut costs. We will cut PD costs by capitalizing on experts within each ITTS 21 district. Redirecting these resources into the classroom will allow the ITTS 21 consortium to initiate and sustain the strategies necessary to change the delivery of content and instruction and change the type and scope of resources used in the K-12 classroom. ENHANCEMENTS will include: Increased effectiveness of district PERSONNEL (classroom teachers) through individualized, cross-district professional development; not a one-size fits all PD. Classrooms will be staffed with teachers highly trained in Ohio’s New Learning Standards and Next Generation Assessments, blended learning and new technologies to meet individual student needs and improve delivery of content and instruction. This investment in human capital is one of the most valuable resources that can be shared in classrooms, as the single greatest effect on student achievement is the effectiveness of the teacher. One-to-one digital learning devices and classroom cart systems of iPads will be utilized by students both in and out of their classrooms. Students will access customized eBooks based on Ohio’s New Learning Standards that will provide for a personally engaging experience for students that meets their unique learning needs. LEARNING TIME is no longer confined to the classroom. The ITTS 21 program creates an environment where student learning can occur anytime, any place and in many modes. Building the classroom digital learning environment using digital learning devices, an LMS, and eBooks builds the foundation for expanding into other personalized learning innovations such as flipped classroom, differentiated instruction, collaborative project based learning, independent research, and other blended learning environments, and expanded COURSE OFFERINGS). These all create the opportunity to develop many individual learning pathways.

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

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)
- 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.

Applications 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.

6,156,479.61 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total INNOVATIVE PROJECT cost is $6,156,479.61. The implementation of a project that focuses on SHARING SERVICES between nine districts to change the way content and instruction is delivered, the type and scope of resources used in the classroom, and to ensure cost savings and reductions requires three major investments in purchased services, instructional supplies and materials, and capital outlay.

PURCHASED SERVICES: The total cost for purchased services is $1,296,347. Purchased Services include: [Battelle for Kids Common Core Tools (Three tools include vocabulary guide, unit organizer, and vertical progression guide). These tools will be used as the framework teachers will use to build iBooks) - $23/tool/teacher, 1,827 tools, 609 teachers, total cost $42,021.] [Apple Volume Purchase Program Vouchers (Vouchers will be used to purchase Applications to aid in digital learning personalization)- $1000/voucher, 46 vouchers, total cost $46,000.] [AirServer Lifetime License (AirServer will allow teachers and students to broadcast the iPad screen onto the overhead projector. This furthers the personalization of a digital classroom). $7.99/license, 614 licenses, total cost $4,905.86.] [Apple Professional Development on iBooks Author (Experts from Apple will provide hands on professional development in order to ensure proper training of iBook creation).$2,900/class, 24-25 members per class, 608 teachers, 24 classes, total cost $69,600.] [Stipend or Substitute Teacher Cost for 10 Days of PD per teacher (Training will occur during school and after school).$120/each, 609 teachers x 10 days = 6,090, total cost $730,800.] [Stipend/Substitute Teacher Cost-Retirement, Medicare, W Comp = 16%, cost of 10 days of training ($730,800) x 16% = total cost $116,928.] [East Central Ohio Educational Service Center PD Coordination Fee - 6% of PD Budget, $730,800 + $116,928 = $847,728 x 6% = total cost $50,863.68.] [Muskimung Valley Educational Service Center Evaluator Fee - 2.5% - $147,992.30] [FLSD Consortium Coordination (Fiscal, Professional Development, Technology Purchasing, Organizational Meetings etc.), 1.5% of project budget (prior to adding support services) - $88,795.38.] INSTRUCTIONAL SUPPLIES AND MATERIALS: The total cost for instructional supplies and materials is $808,488.40. Instructional supplies and materials include: [Lightning Keyboard for iPad (Wired keyboards to aide in instruction), $65.83/each, 3,480 keyboards, total cost $229,088.40.] [iPad Air Cases (Cases to ensure protection of the iPads. Cost below includes 5% extra for breakage and/or replacement needs.) $80/each, 6,555 cases, total cost $524,400.00.] [Supplemental Educational Materials (Will provide teachers the funds to purchase materials to include in their books such as paid images, paid videos, 3D models, music, widgets, etc.) Total of $55,000 split between 9 districts.] CAPITAL OUTLAY: The total cost for capital outlay is $4,050,085. Capital outlay purchases include: [iPad Air - 32 GB Space Grey-10 Pack (Device used to ensure correct implementation of the ITTS 21 goals. Cost below includes 5% extra for breakage and/or replacement needs.). $450 10 packs = $4,500 iPads, Price per 10 pack = $5,790.00, $5,790 x 5,450 = $31,555,550.] [iPad Air - 16 GB Space Grey-10 Pack (Device used to ensure correct implementation of the ITTS 21 goals. Cost below includes 5% extra for breakage and/or replacement needs. It should be known that some districts requested 16GB instead of 32GB iPads in order to strengthen costs savings and reductions.). $110 10 packs = 1,100 iPads, Price per 10 pack = $3,790 $3,790 x 1,100= $416,900.] [11-inch MacBook Air (MacBook Airs will be used to research and create iBooks), $949/each, 215 MacBook Airs, total cost $204,035.00.] [MacBook Air Cart (Cart to store MacBook Airs for one district) $1,800/each, 1 cart, total cost $1,800.] [Griffin 30 bay iPad Charging and Syncing Mobile Cart, $1,800/each, 151 carts, total cost $271,800.]

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.

Within the ITTS 21 consortium, a SUSTAINABILITY PLAN has been developed in order to ensure LONG-TERM COST SAVINGS by implementation of the project. During the grant year, 2 one-time investments will be made: Purchased Services ($1,296,347.00) - ITTS 21 will pre-purchase all instructional services (lifetime software license, Battelle for Kids resources), professional development (includes East Central Ohio Educational Service Center Coordination), and outside services (MVESC Evaluator and Consortium Coordination) required for a 5 year implementation of the project. This will ensure the annual availability of instructional materials and professional development for any new staff members entering into the project. Supplies and Materials ($808,488.40) - ITTS 21 will pre-purchase all instructional supplies and materials that are required over the 5-year implementation of the project. This will eliminate any annual costs that may occur due to staffing changes. Also during the grant year, the ITTS 21 consortium will initially invest heavily into capital outlay ($4,050,085.00). In order to have a
All innovative projects, much needed equipment such as iPads, MacBook Airs, and storage carts must be purchased. To remain current with technology, each district has implemented a replacement schedule (as evidenced in the Financial Impact Tables). Following each district's replacement schedule, all iPads will be traded into Apple through Apple's Recycling Program and receive a credit of $15,648. The iPad replacement will total $2,317,450. This purchase will be funded from cost savings and reductions gained throughout the implementation of the ITTS 21 project. The combined expected savings over five years totaling $2,553,785.00 are significant and represent real dollars invested into the classroom to ensure the long-term sustainability of the ITTS 21 project.

Yes - If yes, please provide a brief explanation of how the project is self-sustaining.

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 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.

638,446.25 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.

The ITTS 21 project will create an environment which encourages teachers to focus on sharing services to change the way content and instruction is delivered and the type and scope of resources used in the classroom. Permanent cost savings are expected. Individually and collectively, the nine members of ITTS 21 consortium have outlined annual cost savings and reductions by shifting expenses from traditional paper media to curriculum developed and delivered electronically (as detailed in the Financial Impact Tables) in the following spending categories: Purchased Services - When looking at savings across ITTS 21 consortium, districts report that copier lease and maintenance contracts will conservatively be reduced 10–35 percent per fiscal year. Districts estimate purchased services savings to be $15,648 beginning in FY2016 and $18,400 for FY2017-FY2020, which represents real savings totaling $89,248 to be reinvested into the ITTS 21 program to ensure sustainability. Supplies and materials - ITTS 21 consortium districts have projected substantive cost savings by eliminating instructional textbook replacement costs, reducing the annual purchasing of paper, eliminating consumable workbooks, and reducing the amount of instructional supplies needed. Districts estimate permanent supplies and materials savings beginning with FY2016 $475,736, FY2017 $508,069, FY2018 $547,355, FY2019 $621,875, FY2020 $654,208. This represents a total savings of $2,807,243 over five years to be reinvested into the project. Capital Outlay - ITTS 21 will allow districts to transition away from maintenance and replacement costs of desktop computers and various instructional technologies. As evidence on the Financial Impact Tables, districts have reported capital outlay savings of $255,098 beginning with FY2016. However, it should be known in FY2019, most districts are projecting to replace their iPad purchase from cost savings and reductions from FY2016-FY2019 and the Apple Recycling Fund. In FY2020, even with the replacement of iPads, districts are able to project capital outlay cost savings of $148,883.00. Furthermore, it should be known that in this expenditure class the cost to replace all devices will be $342,706 more than the savings. Although the cost to replace these devices is significant, the overall savings from combined spending categories in the program is projected to be $2,553,785 over a five-year period. Annually, the ITTS 21 consortium members have projected the following combined savings per fiscal year: FY2016 - Purchased Services ($15,648.00), Supplies and Materials ($475,736.00), Capital Outlay ($255,098.00) totaling ($746,482.00). FY2017 - Purchased Services ($18,400.00), Supplies and Materials ($508,069.00), Capital Outlay ($255,098.00) totaling ($781,667.00). FY2018 - Purchased Services ($18,400.00), Supplies and Materials ($547,355.00), Capital Outlay ($173,802.00) totaling ($739,557.00). FY2019 - Districts will be implementing replacement schedule - Purchased Services ($18,400.00), Supplies and Materials ($621,875.00). Due to the replacement, no capital outlay savings. FY2020 - Purchased Services ($18,400.00), Supplies and Materials ($654,208.00), Capital Outlay ($148,883.00) totaling ($821,491.00). The combined cost savings are ($2,553,785.00). Which is equal to an average of ($638,446.25) savings annually.

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.

The ITTS 21 project is SELF-SUSTAINING both financially and programmatically. By reducing annual expenditures in copier leases and maintenance services, eliminating purchases of traditional paper textbooks and supplies, and eliminating maintenance and replacement costs of desktop computers districts within the consortium have demonstrated permanent, five-year fiscal...
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 10/13-4/14

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

Plan: Secure district commitment for successful implementation of ITTS 21. 10/13-12/13: A version of ITTS 21 was submitted individually by Franklin Local in Round 1 of the Straight A Fund. The proposal passed the fiscal review, but went unfunded. 3/14: Using feedback from Round 1 scorers and stakeholder support of the proposed innovation, Franklin Local made a plan to reach out to other Appalachian districts to join in capitalizing on the scalability of ITTS 21. Initial COMMUNICATIONS to determine interest occurred through phone calls and emails. A face-to-face meeting was held for district teams to establish awareness and DISCUSS the ITTS 21 proposal. At the end of the meeting, a consortium of 9 Appalachian districts was formed and committed to ITTS 21 and its proposed innovations for addressing the achievement and college/career ready gaps between Appalachian students and the state average. Communications were established via email, a program implementation team was established and a to-do list was created for district personnel in the curriculum, technology and financial departments. 4/14: COORDINATED multiple implementation team meetings. For planning purposes, Google Docs was used for district teams to stay informed and provide feedback on the planning. District treasurers COMMUNICATED via email and telephone to COORDINATE financial planning and documentation. Established external evaluator for project through the Muskingum Valley Educational Service Center. Established professional development PROJECT COORDINATOR through the East Central Ohio Service Center. Engaged district leadership in refinement of plan from all stakeholders.

* Anticipated barriers to successful completion of the planning phase

Barrier: Management of a joint vision between 9 school districts in 8 counties. SOLUTION: Capitalize on collaborative relationships between districts and utilize the stewardship of the ITTS 21 Implementation Team comprised of members (curriculum directors, technology directors, superintendents, principals, treasurers, teachers) from each district. In anticipation of the barrier, Franklin Local proactively engaged stakeholders from other districts through face-to-face meetings and electronic communications. Face-to-face meetings were effectively planned by focusing on intended outcomes of the ITTS 21 project. Guiding questions were utilized for department (curriculum, technology, and superintendents) and district discussions to manage project priorities and effective use of the team’s time. Follow-up electronic communications included a to-do for specific district stakeholders, timeline for completion of next steps, and updates on Implementation Team planning progress.

18. Implementation - Process to achieve project goals

* Date Range 7/14-6/20

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination). 7/14 Project lead, Franklin Local School District (FLSD) will guide district teams to complete IMPLEMENTATION PLANS that outline MILESTONES including the PHASES OF IMPLEMENTATION and COORDINATION OF COHORTS through FY20. Implementation will be in 2
Phases: 1-Awareness/Application and 2-Implementation. For manageability, districts may establish up to 3 cohorts of teachers. Cohorts will follow a 1-year cycle through the 2 phases. FLSD will schedule COMMUNICATIONS within the consortium and COORDINATE, prepare and place orders for tech and curriculum resources needed to implement the project. The consortium will partner with East Central Ohio ESC to COORDINATE PD. 8/14-1/15 Phase 1 (Cohort 1) Step 1-Training for curriculum and tech staff, principals and lead teachers on Unit Organizers and iPads. Training for district tech staff on device management & deployment. Step 2-Cross-district unit design for Cohort 1 including PD on Ohio’s New Learning Standards, Next Gen Assessments, online resources (open source, copyright prevention, Creative Commons Resources) and unit organizers. Consortium sharing of developed units. Step 3-Cross-district tech training for Cohort 1 provided by Apple and district staff including Apple iPads, iBooks Author and iBooks, Learning Management System, and Google Drive. Step 4-Cross-district iBook creation and sharing of developed iPads. 6/15 Phase 1 (Cohort 2 Repeat steps of Cohort 1) 8/15 Phase 2 (Cohort 1) Cohort 1 teachers across the consortium will implement the utilization of Apple iPads by students to access customized iBooks and Learning Management System for a personalized learning environment. Teachers will be supported by local curriculum and tech staff. 8/16-6/20 Phases 1 and 2 will occur simultaneously for Cohort 2 and 3. Following cohort implementation, iBooks, our DELIVERABLES, will be audited and edited based on feedback of implementing teachers. iBooks will be housed in a private cloud-based system accessible to ITTS 21 members.

**Anticipated barriers to successful completion of the implementation phase.**

**Barrier:** Districts in the ITTS 21 consortium may lack local expertise in specific implementation areas. SOLUTION: Shared services of personnel and professional development within the ITTS 21 consortium via face-to-face and distance learning equipment. Our ITTS 21 Implementation Team has a variety of members with varied experience and expertise on which we plan to capitalize. Also, personnel with expertise specific to the ITTS 21 project will be shared across districts to supplement areas in which some districts may be lacking expertise. The sharing of cross-consortium experts will ensure that the ITTS 21 project is implemented with fidelity.

**Barrier: Ensuring mutual accountability of ITTS 21 consortium districts. SOLUTION: Utilize and monitor each district to ensure meeting PROJECT MILESTONES. In anticipation of such a barrier, ITTS 21 consortium districts chose Muskingum Valley Educational Service Center (MVESC) as an outside evaluator to monitor the project benchmarks and goals, in addition to the summative evaluation. Outcomes will be monitored closely and adjustments made to implementation plans if project benchmarks and goals are not being met.

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

**Date Range 7/14-6/20**

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

Evaluate: Validate, Scale and Sustain 7/14-6/20: Evaluation of the ITTS 21 project will be ongoing and include QUANTITATIVE BENCHMARKING OF PROJECT MILESTONES toward meeting the four Straight A goals. The evaluation will specifically include measurements of Gap Closing and College Readiness, reductions in spending as proposed in the district Financial Impact Tables, the ratio of resources allocated to the classroom compared to all other allocations and the implementation of a shared services model. As districts cycle through the project phases we will include QUALITATIVE BENCHMARKING to track the completion of activities required of the three ITTS 21 innovations. 7/14:- Establish an evaluation team headed by Muskingum Valley Educational Service Center (MVESC). As an ITTS 21 partner, the MVESC will provide the data and reporting necessary to make fluid changes throughout the implementation of ITTS 21 to ENSURE the SUCCESS of the project. 8/14: Establish implementation progress system aligned to district implementation plans to ensure accountability for all ITTS 21 districts. The MVESC and ITTS 21 Implementation Team will be responsible for monitoring and evaluating the MILESTONES of the ITTS 21 project in relationship to the four Straight A Goals and the three ITTS 21 innovations. 9/14: Begin quarterly ITTS 21 Implementation Team meetings for formative and summative evaluation. Establish communications plan for internal and external stakeholders within the ITTS 21 consortium.

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

**Barrier:** Ensuring mutual accountability of ITTS 21 consortium districts. SOLUTION: Utilize and monitor each district to ensure meeting PROJECT MILESTONES. In anticipation of such a barrier, ITTS 21 consortium districts chose Muskingum Valley Educational Service Center (MVESC) as an outside evaluator to monitor the project benchmarks and goals, in addition to the summative evaluation. Outcomes will be monitored closely and adjustments made to implementation plans if project benchmarks and goals are not being met.

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:

ITTS 21 will create substantial INSTRUCTIONAL and ORGANIZATIONAL changes across the ITTS 21 consortium districts. Expected changes will occur around the three ITTS 21 innovations: change in delivery of content and instruction, change in type and scope of resources and the need for cost savings and reductions. INSTRUCTIONAL CHANGES: Using an LMS in a digital learning environment with iBooks as a major curriculum resource will serve as the foundation for the personalized learning environment created by ITTS 21. This new environment will produce the opportunity to create additional blended learning innovations like flipped classroom. In addition, it will permit greater differentiation of instruction and provide students with greater control over their learning. Research shows that when students assume ownership of their learning they become more engaged and achievement scores increase. (Clayton, Christine D.; Ardito, Gerald, Middle Grades Research Journal, v4 n4 p53-79 2009). The way teachers interact with students will change. The LMS will provide a digital learning environment where assignments, assessments and reports are transferred digitally between teacher and student. This will speed up the time assessment results can be used to inform instruction, speed up the scoring of assignments and support a more individualized communication between student and teacher. One-to-one iPads and classroom cart systems of iPads will be utilized by students both in and out of their classrooms. Students will access customized iBooks based on Ohio's New Learning Standards that will provide a personally engaging experience for students that meets their unique learning needs. iBooks will be continually updated by the teachers to maintain the close alignment with the curriculum. ORGANIZATIONAL CHANGES: The ITTS 21 consortium will INCREASE the EFFICIENCY and EFFECTIVENESS of each partnering district through the sharing of services and resources. By capitalizing on experts within the ITTS 21 consortium, districts will share curriculum and technology services through existing distance learning equipment to cut or stabilize personnel and professional development costs. Increased effectiveness of classroom teachers due to the personalized, cross-district professional development that will be coordinated and provided. Classrooms will be equipped with teachers highly trained in Ohio's New Learning Standards and Next Generation Assessments, blended learning and new technologies to meet individual student needs and improve
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.

RATIONALE AND RESEARCH REDUCTION IN SPENDING: It is becoming clear that textbook companies must consider digital textbooks (e-books) as the trend of the future. Digital textbooks have experienced exponential growth in the past four to five years (Reynolds, 2011). Making the change from "hard copy" texts to e-books will be a major cultural shift for textbook companies, however this change might come faster than many expect. Reynolds (2011), Director of Product Design and Research for the research company Xplana, reported that in 2010, the cost of digital textbooks was 50% of the cost of print textbooks, and leading digital textbook companies experienced an 80% to 100% increase in sales over the prior year. In the same research conducted by Xplana, the company predicted that by 2017 digital textbooks will account for 44% of the total textbook market (Reynolds, 2011). If these data are any indication of how the education market may expand, schools should expect major changes in how books are delivered to students. Even then the books produced commercially will be more generic and much more expensive than the digital textbooks we propose to create as one of our innovations. The iBooks produced by our ITTS 21 teachers will be customized with content aligned to the Common Core Standards and will connect students to resources selected by the teachers to meet their learning goals. The innovations outlined in this proposal will serve as a pilot to prove the superior quality and functionality of teacher produced iBooks over traditional textbooks and commercial e-books. IMPACT ON STUDENT ACHIEVEMENT AND UTILIZATION OF GREATER SHARE OF RESOURCES IN THE CLASSROOM: In the state of Indiana, some K-12 school corporations are using textbook funds to buy laptops or digital tablets for their students to use in their classes and purchasing digital content for teachers to integrate into their lesson plans (Aronowitz, 2010; Schwarz, 2011). Indiana University began a research study in 2009 to determine how students chose digital textbooks, to determine their perceptions about using digital textbooks, and to determine the impact of digital textbooks on learning (Dennis, 2011). The students who were interviewed favored switching to digital textbooks and using devices such as laptops and tablets. The reasons for the switch to digital textbooks included cost savings, fewer books to carry, and better interaction with their course materials and instructors (Dennis, 2011). When the Charleston County School District handed Drayton Hall Elementary School kindergarten teacher Kristi Meeuwse a box of 30 iPad devices for her students, she called it a "game changer." She was immediately interested in the idea of creating learning materials, because there are very few nonfiction books at the kindergarten level. "There's nothing out there, and what's out there has to be purchased," says Meeuwse. "And my school doesn't have the money to purchase those books." Yet she felt the need to incorporate informational text, since she was responsible for teaching to the Common Core State Standards. Since she couldn't find these types of materials, she decided to create them. After her creation, Meeuwse stated, "For the first time in 22 years of teaching, 100 percent of my Kindergarten students went to first grade reading above level." For over two years, English-Language Arts teachers at Franklin Local School District have been investigating new textbooks and resources that align to the Common Core Standards. Their dissatisfaction with the current resources available for purchase, led to great frustration. Upon hearing of the ITTS 21 innovation, Franklin Local School District teacher, Linda Campbell said she "finally has hope for the Common Core transition and can't wait to turn her hope into reality by creating customized iBooks for her students".

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.

The evaluation of ITTS 21 will be completed in partnership with the Muskingum Valley Educational Service Center (MVESC - Mike Fuller, 205 North Seventh Street, Zanesville, Ohio 43734, 740-452-4518 x148 mike.fuller@mvesc.org ) acting as the external evaluator. The MVESC will provide a comprehensive program evaluation complete with benchmarking of leading and lagging indicators. The strength in partnering with the MVESC is their capability to gather, clean, and package data for stakeholders. Data will be central to the role of the ITTS 21 project evaluation. The MVESC will work directly with Franklin Local as the ITTS 21 lead district and the ITTS 21 Implementation Team comprised of members from each consortium district.

* 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
QUANTIFIABLE data will be COLLECTED ANNUALLY to monitor progress of each Straight A goal to answer: Did the achievement and college readiness gap between the "All" subgroup of students in the consortium and students across the state decrease by half over the grant period?, Were projected reductions to the 5-year forecast met across the consortium due to shared services and organizational changes?, Did the ratio of resources in classrooms increase in comparison to funding directed to non-classroom expenditures? 8/15-8/20: Data will be collected on changes to student achievement (goal 1). The expectation is PERMANENT CHANGES made to instruction and resources will increase teacher effectiveness, student engagement and personalization of learning necessary to decrease the achievement and college readiness gaps between Appalachian students and the state average. Progress will be benchmarked using aggregated ITTS 21 district data reporting Gap Closing between the "All" subgroup and the state average (Annual Measurable Objectives) and College Readiness (ACT Course Readiness, % of students taking remedial courses at college entrance). Data will be collected to capture spending reductions in the 5-year forecast (goal 2) as a result of shared services and shared resources (goal 4) between the ITTS 21 districts and cost savings due to changes in organizational practices. The MVESC will work with district treasurers to create and report actual spending reductions compared to proposed spending reductions outlined in Financial Impact Tables. Data will be collected to measure the utilization of a greater ratio of resources in classrooms of ITTS 21 districts in comparison to school funding directed to non-classroom expenditures. QUALITATIVE MEASURES will be REPORTED QUARTERLY according to the ITTS 21 implementation plan. Data will be used to formatively assess completion of PD developing teacher skill using technology, creating a digital environment. * 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.

Data sets and measures will be analyzed and reported by the MVESC to determine favorability of meeting the ITTS 21 project benchmarks and goals. If progress is not favorable for meeting project benchmarks and goals, the ITTS 21 Implementation Team, comprised of representatives from each of the 9 consortium districts, will begin by checking the individual district implementation plans. The plans will be reviewed for fidelity of implementation and needs for refinement. Implementation plans will be revised as necessary, outcomes will continue to be monitored closely and further adjustments made as needed. LESSONS LEARNED from the project will be shared with districts through previously established partnerships of ITTS 21 districts such as local ESCs, Race to the Top and Teacher Incentive Fund partners.

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.

ITTS 21 will add SUBSTANTIAL VALUE and have a LASTING IMPACT on all districts within the ITTS 21 consortium. A total of 9 districts, 609 teachers and 9,446 students will be affected. The implementation of the three ITTS 21 innovations (change in delivery of content and instruction, change in type and scope of resources, cost savings and reductions) will lead to the successful attainment of the four Straight A Fund goals. Permanent changes will be made to instruction and resources through high quality professional development, customized, interactive iBooks using individual accessed through individual Apple iPads and a cloud-based Learning Management System (LMS) for content creation and delivery, collaboration and assessment. These changes will increase teacher effectiveness, student engagement and personalization of learning necessary to decrease the achievement (goal 1) and college readiness gaps between Appalachian students and the state average. Achievement outcomes will be measured using aggregated ITTS 21 district data reporting Gap Closing between "All" students and the state average (Annual Measurable Objectives) and College Readiness (ACT Course Readiness, % of students taking remedial courses upon college entrance). The ITTS 21 consortium will increase the efficiency and effectiveness of each partner district through the sharing of services and resources. Capitalizing on experts within the ITTS 21 consortium, curriculum and technology services will be shared and distance learning technology utilized to cut or stabilize staff professional development costs. ITTS 21 districts will reduce the need to purchase "hard copy" traditional textbooks on a regular cycle. Sharing in the creation of iBooks will reduce the amount of time and compensation of personnel in individual districts. Costs will also be cut by the value of shared purchasing power. Purchasing in bulk will capitalize on discounts offered by vendors for large orders. Outcomes for permanent spending reductions in the five-year fiscal forecast (goal 2) as a result of shared services and shared resources (goal 4) between the ITTS 21 districts will be compared to proposed spending reductions outlined in district Financial Impact Tables will be measured. The ITTS 21 consortium will direct more resources to the classroom (goal 3) through cost reductions and efficiencies resulting from the ITTS 21 innovations. Increased resources will include more effective classroom teachers, one-to-one iPads and cart systems and increased learning time. Outcomes will be measured to identify the increase in the ratio of resources being allocated to the classrooms of ITTS 21 districts in compared to school funding used for administration, maintenance, facilities, etc. The ITTS 21 consortium proposal has the attributes necessary for LONG-TERM SUSTAINABILITY AND SCALABILITY. The districts within the consortium have demonstrated permanent, 5-year fiscal forecast spending reductions through their Financial Impact Tables. These permanent spending reductions make it possible to replace the equipment necessary for sustainability in a five-year period. The scalability of ITTS 21 is possible due to the way each innovation is made stronger by the number of participants. The more districts involved, the more experts to be shared, the more man power available to create resources and iBooks, the larger the purchasing power and the more students impacted by the permanent changes made to the way content and instruction are delivered and the type and scope of resources used in classrooms.

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 five years, ITTS 21 will be fully implemented across the 9 district consortium. ITTS 21 aims to achieve the following: Increase Student Achievement - Goal: cut the achievement gap and college and career readiness gap between the "All" subgroup within the ITTS 21 consortium and the state average in 5 years. Benchmarks 8/15, 8/16, 8/17, 8/18, 8/19, 8/20: Using benchmark data from 8/15, progress will be benchmarked annually using aggregated ITTS 21 district data reporting Gap Closing between "All" students and the state average (Annual
Information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional 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 approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the

* Spending Reduction in the five-year fiscal forecast

In five years, ITTS 21 will be fully implemented across the 9 district consortium. ITTS 21 aims to achieve the following: Reduction in Spending - Goal: meet projected reductions in spending as proposed in the Straight A Financial Impact Table. Benchmarks 8/15, 8/16, 8/17, 8/18, 8/19, 8/20: Progress will be benchmarked annually using current year spending data in comparison to projected savings in the Straight A Financial Impact Table. Financial data will be collected from ITTS 21 districts to capture spending reductions in the five-year fiscal forecast as a result of shared services and shared resources between the ITTS 21 districts and cost savings due to changes in organizational practices

* Utilization of a greater share of resources in the classroom

In five years, ITTS 21 will be fully implemented across the 9 district consortium. ITTS 21 aims to achieve the following: Increase Classroom Resources - Goal: increase the ratio of resources allocated to classrooms compared to school funding used for administration, maintenance, facilities, etc. Benchmarks 8/14, 8/15, 8/16, 8/17, 8/18, 8/19, 8/20: Using benchmark data from 8/14, progress will be monitored annually for a positive change in spending ratios. Financial data from the 5-year forecast will be collected from ITTS 21 districts to compile and report consortium results.

* Implementation of a shared services delivery model

In five years, ITTS 21 will be fully implemented across the 9 district consortium. ITTS 21 aims to achieve the following: Implement Shared Services - Goal: increase the efficiency and effectiveness of consortium districts through the sharing of services and resources. Benchmarking 8/15, 8/16, 8/17, 8/18, 8/19, 8/20: Annually, each district will complete a survey to capture the type and scope of services and resources shared within the ITTS 21 consortium. Compiled survey information will be used in coordination with financial benchmark results to identify the effects of the shared services model on district spending.

* Other Anticipated Outcomes

Other Anticipated Outcomes: Increased effectiveness of classroom teachers; One-to-one digital learning devices and classroom cart systems of iPads utilized by 9,446 students across 9 districts; Creation and utilization of custom iBooks by 609 teachers with 9,446 students; Increased learning time due to use of a Learning Management System; Creation of personalized learning pathways for students. Qualitative measures will monitored according to the ITTS 21 implementation plan. These measures will be reported at least quarterly.

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

The ITTS 21 project can be REPLICATED in any Ohio district. District stakeholders must be willing to put in the EFFORT that would move them toward a blended classroom environment that builds upon the personalized learning opportunities provided by technology, embrace individual digital learning devices, and use customized iBooks as the major curriculum resource. The implementation TIME needed for the ITTS 21 project is built around the two-phase model of awareness and implementation and the use of cohorts for implementing the project district-wide. It is a model that can be adapted by other districts based on their individual financial situation. The project can be implemented all at once or by cohorts. The ITTS 21 model provides for a smooth phase-in of a complex, district-wide cultural change in how instruction is delivered and curriculum content is presented. LESSONS LEARNED from the project will be shared with districts through previously established partnerships of ITTS 21 districts such as local ESCs, Race to the Top and Teacher Incentive Fund partners. The familiarity and simplicity of Apple products and knowledge of social networking platforms will allow teachers and students in any district to quickly utilize the resources of ITTS 21. For districts not as comfortable, professional development for producing iBooks is readily available from commercial sources. The nine districts in this consortium will have created an extensive "library" of iBooks that can be shared as examples or easily modified to meet classroom needs in other districts. This will be a great time-saver to any district wanting to use iBooks. SCALABILITY of this project is built into our plan and can be easily followed by other districts. We propose to begin by dividing the staff into cohorts. Cohorts can be developed by building or grade/content area. Each year a new cohort will begin the two-phase model of the project until the entire district staff has implemented the ITTS 21 innovations. The consortium plans to vary the sequence of cohort levels for the awareness and implementation phases among the districts. This will enable the districts to learn from one another regarding specific challenges and positive practices by cohort level as each district fully implements the ITTS 21 over the course of the five-year period. ITTS 21 is a bold innovation designed to permanently change the way content and instruction is delivered; the type and scope of resources that are used in the classroom; and ensure real cost savings and reductions for any district committed to graduating students who are college and career ready.

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

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

I agree, 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
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<tr>
<th>First Name</th>
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<th>Organization Name</th>
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<tbody>
<tr>
<td>Bryan</td>
<td>Raach</td>
<td>740-432-5370</td>
<td><a href="mailto:bryan.raach@rollinghills.k12.oh.us">bryan.raach@rollinghills.k12.oh.us</a></td>
<td>Rolling Hills Local</td>
<td>047308</td>
<td>PO Box 38, Byesville, OH, 43723-0038</td>
<td></td>
</tr>
<tr>
<td>Dan</td>
<td>Leffingwell</td>
<td>740-732-2084</td>
<td><a href="mailto:dan.leffingwell@omeresa.net">dan.leffingwell@omeresa.net</a></td>
<td>Noble Local</td>
<td>048900</td>
<td>20977 Zep Rd E, Sarahsville, OH, 43779-9702</td>
<td></td>
</tr>
<tr>
<td>Angela</td>
<td>Hannahs</td>
<td>740-425-3615</td>
<td><a href="mailto:angie.hannahs@omeresa.net">angie.hannahs@omeresa.net</a></td>
<td>Barnesville Exempted Village</td>
<td>045203</td>
<td>210 W Church St, Barnesville, OH, 43713-1069</td>
<td></td>
</tr>
<tr>
<td>Nicholas</td>
<td>Hansel</td>
<td>740-674-5203</td>
<td><a href="mailto:nick.hansel@franklinlocalschools.org">nick.hansel@franklinlocalschools.org</a></td>
<td>Franklin Local</td>
<td>048843</td>
<td>PO Box 428, Duncan Falls, OH, 43734-0428</td>
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<tr>
<td>Howard</td>
<td>Troutner</td>
<td>740-962-2782</td>
<td><a href="mailto:mc-troutnerh@seovec.org">mc-troutnerh@seovec.org</a></td>
<td>Morgan Local</td>
<td>048777</td>
<td>PO Box 509, McConnelsville, OH, 43756-0509</td>
<td></td>
</tr>
<tr>
<td>William</td>
<td>Harbron</td>
<td>740-455-4052</td>
<td><a href="mailto:wharbron@laca.org">wharbron@laca.org</a></td>
<td>West Muskingum Local</td>
<td>048884</td>
<td>4880 West Pike, Zanesville, OH, 43701-9390</td>
<td></td>
</tr>
<tr>
<td>Christopher</td>
<td>Burrows</td>
<td>937-378-3730</td>
<td><a href="mailto:chris.burrows@gtown.k12.oh.us">chris.burrows@gtown.k12.oh.us</a></td>
<td>Georgetown Exempted Village</td>
<td>045377</td>
<td>1043 Mount Orab Pike, Georgetown, OH, 45121-8440</td>
<td></td>
</tr>
<tr>
<td>Alea</td>
<td>Barker</td>
<td>740-982-7040</td>
<td><a href="mailto:alea.barker@crooksville.k12.oh.us">alea.barker@crooksville.k12.oh.us</a></td>
<td>Crooksville Exempted Village</td>
<td>045351</td>
<td>4065 School Drive, Crooksville, OH, 43731-1013</td>
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<tr>
<td>Melissa</td>
<td>Kircher</td>
<td>513-734-2271</td>
<td><a href="mailto:kircher_m@betheltate.org">kircher_m@betheltate.org</a></td>
<td>Bethel-Tate Local</td>
<td>046318</td>
<td>675 West Plane Street, Bethel, OH, 45106</td>
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### Partnerships

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<th>Address</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>Mike</td>
<td>Fuller</td>
<td>740-452-4518</td>
<td><a href="mailto:mike.fuller@mvesc.org">mike.fuller@mvesc.org</a></td>
<td>Muskingum Valley ESC</td>
<td>125252</td>
<td>205 N 7th St, Zanesville, OH, 43701-3791</td>
<td></td>
</tr>
<tr>
<td>Kevin</td>
<td>Spears</td>
<td>740-695-9773</td>
<td><a href="mailto:kevin.spears@ecoesc.org">kevin.spears@ecoesc.org</a></td>
<td>East Central Ohio ESC</td>
<td>050260</td>
<td>834 E High Ave, New Philadelphia, OH, 44663-3052</td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
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<tr>
<td>Chris</td>
<td>Miller</td>
<td>Lead Treasurer</td>
<td>As lead Treasurer for the consortium, Mr. Miller has coordinated with all partnering districts to ensure accurate completion of required financial documents for the Straight A Fund application. Once funded, he will coordinate, prepare and place orders for blended learning technology and curriculum resources needed to implement the ITTS 21 project per each district's implementation plan. This will allow the consortium to capitalize on joint purchasing power to drive down costs. Mr. Miller will also play a large role in working with the Muskingum Valley Educational Service Center as the outside evaluator for ITTS 21. He will act as the liason between the MVESC and the partnering districts. Mr. Miller will also be responsible for all fiscal reporting required of the Straight Fund for the consortium.</td>
<td>Bachelor's in Business AdministrationMajor - Accounting Certified Public Accountant Certified Fraud Examiner Certified Government Finance Manager 33 years of Financial Experience, 12 years as School District Treasurer</td>
<td>Mr. Miller has worked in the financial world for 33 years, 12 of which as a school district treasurer. Mr. Miller has been the fiscal manager of all Federal grants and competitive grants secured by the Franklin Local School District. His fiscal audits have been outstanding each year. Mr. Miller has experience working collaboratively with consortium partners in the past providing district financial information regularly.</td>
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<tr>
<td>Bryan</td>
<td>Raach</td>
<td>Director of Student Services</td>
<td>Member of ITTS 21 Design Team. Will work with Rolling Hills administrative team and technology team to facilitate the 1:1 roll out of devices as well as coordinate the professional development for all staff members.</td>
<td>5 years classroom teacher, 1 year High School Assistant Principal, 2 years central office administration (Special Education, curriculum, dual enrollment), Bachelors Degree and Masters Degree from Muskingum College. Member of OAC Dual Enrollment Design Team.</td>
<td>Prior experience with creating a culture for creating iBooks, prior experience with Straight A Grants, prior ipad experience for students with learning disabilities and how to incorporate technology into the classroom.</td>
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<tr>
<td>Shannon</td>
<td>Sines</td>
<td>Lead Curriculum Director</td>
<td>As curriculum lead, Mrs. Sines will work closely with the East Central Ohio Educational Service Center to coordinate</td>
<td>BA and MA in Education, MA in Administration16 years of experience in public education; 10 years as a teacher, 3 as a principal and 3 as a Curriculum Director.</td>
<td>Experience managing all federal grants as the district's Title I Coordinator; chairs the Race to the Top Transformation Team in their work to meet the goals of the</td>
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<td>Name</td>
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<tr>
<td>Christopher</td>
<td>Superintendent</td>
<td>Christopher is dedicated to providing a world-class educational system to the students within our rural consortium. He has recently hired a full-time personalized learning coach to ensure that staff and students alike have the proper training to ensure the technology we purchase for our students. His strengths are organizational leadership and believe that if school districts work together to pool their human capitol high.</td>
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<tr>
<td>Christopher</td>
<td>Superintendent</td>
<td>Christopher has been in administration for nearly 8 years now. He earned his Master's in Educational Leadership from The University of Dayton. He also serves as a mentor for beginning principals as well as speaks to aspiring leaders about the power of vision within and organization. He helped lead Hillsboro middle school from academic watch to an Excellent building in two years. As superintendent Christopher serves on State Superintendent Ross's innovative advisory team and worked with the Governor's office to testify for the Straight-A-Grant two years ago. He believes in high quality instruction and has fought for underprivileged students his entire career. His strengths are organizational leadership and believe that if school districts work together to pool their human capitol high.</td>
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<tr>
<td>Dan</td>
<td>Superintendent</td>
<td>For the Noble Local School District will be responsible for the overall leadership and coordination of the grant, and will oversee the curriculum and technology director in the implementation of the grant. Will work with the consortium in implementing the grant and sharing the learning from the Noble Local experience during the implementation.</td>
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<tr>
<td>Dan</td>
<td>Superintendent</td>
<td>Master's degree in Educational Leadership from Ohio University, and am licensed not only as a Superintendent, but also as a Principal(K-12), an Intervention Specialist(K-12), an English teacher(7-12), and a Vocational Educator (CBI grades 7-12).</td>
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<tr>
<td>Christopher</td>
<td>Superintendent</td>
<td>Race to the Top Grant and the Teacher Incentive Fund; experience utilizing the distributive leadership model to accomplish goals of a district and a collaborative; plans and delivers all district PD.</td>
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of the overall leadership and coordination of the grant at Crooksville Exempted Village School District. Will work with the consortium in implementing the grant and sharing the learning during implementation. Will play a large role in cross-district unit development for teachers including professional development on Ohio’s New Learning Standards, Next Generation Assessments, and unit organizers.

Director of Learning, Crooksville Exempted Village School District, Crooksville, Ohio 2001-present Adjunct Professor- Ohio University. Athens, Ohio 2010-present Instruct Middle & High School Curriculum class to college-level juniors EDSE 350 (Fall 2010, Winter 2011) Middle School Principal- Crooksville Exempted Village School District, Crooksville, Ohio, 2008-09; Directed all aspects of middle school; Promoted communication within building, as well as, district; Completed staff evaluations; Directed hiring of staff; Managed student discipline; Supported curriculum for middle school Teacher- New Lexington City School District, New Lexington, Ohio 1994-2001, Taught in a first/second grade looping classroom with inclusion of D.H./L.D. students. Committees/Teams: member of the intervention assistance team, intervention trainer, district technology.

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<tr>
<th>Name</th>
<th>Position</th>
<th>Experience/Roles</th>
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<tbody>
<tr>
<td>Howard Troutner</td>
<td>Director of School Improvement</td>
<td>District point of contact for Morgan Local School District. Will work closely with Technology and Curriculum Directors to ensure fidelity of ITTS 21 implementation. Will work with other consortium districts to share and learn from one another. Will support teachers in their implementation of the innovations.</td>
</tr>
<tr>
<td>Sharon McDermott</td>
<td>Lead Superintendent</td>
<td>As lead Superintendent, Ms. McDermott will coordinate communications between ITTS 21 consortium districts and ESC partners. She will provide guidance to all ITTS 21 district teams on completing and filing individual project implementation plans to ensure fidelity in project completion. She will oversee the ITTS 21 technology, curriculum and treasurer leads and the project implementation in the Franklin Local School District.</td>
</tr>
<tr>
<td>Angela Hannahs</td>
<td>Director of Curriculum &amp; 21st Century Grant Program Manager</td>
<td>Ms. Hannahs' role will be to support Barnesville Local School District teachers as they learn about and implement ITTS 21 technology, curriculum and administrative systems. She will provide guidance to all ITTS 21 district teams on completing and filing individual project implementation plans to ensure fidelity in project completion. She will oversee the ITTS 21 technology, curriculum and treasurer leads and the project implementation in the Franklin Local School District.</td>
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</table>
**Linda Campbell**  
Lead Teacher  

Mrs. Campbell will act as teacher liaison for the ITTS 21 project. In partnership with Lead Superintendent Sharon McDermott, she will coordinate communications between the ITTS 21 Implementation Team and consortium teachers. Her current role as a teacher will greatly enhance the implementation process of ITTS 21 by her ability to communicate the needs of her colleagues.

**Ohio Teaching Certificate** (Issued July 1, 2010); Language Arts & Reading/Social Studies (Grades 4-9), Reading Endorsement (Grades K-12), Math & Science Generalist (Grades 4-6), TESOL Master of Arts in Teaching, Middle Childhood Language Arts & Social Studies (Grades 4-9) Bachelor of Science, Mass Media Communications

**Business Courses/Professional Development:** Conflict Resolution, Critique & Coaching, Empowering Students through Cooperative Learning, Integrated Course Design for Significant Learning, Principles of Economics I & II, Principles of Management Technology: Blackboard, Databases (Access, Benefactor, Datatel), Excel, Facebook, Media Show, Movie Maker, Outlook, PowerPoint, Project, Publisher, Smart Board, Structured Query Language, Visio, Wikispaces, Word, WordPerfect


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**Nicholas Hansel**  
Lead Technology Director  

As technology lead, Mr. Hansel will provide guidance to all ITTS 21 district teams on completing and filing individual project implementation plans. Implementation plans will outline the complete scope of the project in their district including the phases of implementation and organization of cohorts through FY 20. Mr. Hansel will assist district partners to prepare and place orders for blended learning technology resources needed to implement the ITTS 21 project based on each district's implementation plan. Mr. Hansel will facilitate training for technology personnel on device management.

**Qualifications:** Bachelors Degree in Education from Ohio University Becoming a certified Apple Repair Technician Prior teaching experience, became an expert with integrating technology into instruction.  
**Technical Skills:** Microsoft Office Suite, Graphic Design Software, Web Page Design (HTML/CSS/JavaScript); Microsoft Windows, Mac OS X, Mac OS X Server, Linux (Ubuntu); Knowledgeable with wired/wireless networks; Apple Products and Devices; Microsoft Office Suite 03-13; iBooks Author; iOS Development and Design; iOS Framework; iOS Device Enrollment Program; iOS Mobile Management Solution; Adobe Fireworks, Adobe Flash, Adobe InDesign, Adobe Illustrator, Adobe Dreamweaver, DASL, ESIS, Progress Book, Kamico; Software and Hardware compatibility; Grant Writing and Management; Budget

Mr. Hansel currently serves as the District Technology Coordinator. He directs technology programs for the Franklin Local School district that includes: negotiating purchasing hardware and software; chairing district technology committees; planning/delivering technology professional development; district webmaster; managing state and federal funding through erate and etech; utilizing video-conferencing as way of communication; and managing 800+ iOS Devices (iPads, iPods, iPhones).
solutions (MDM) and deployment methods, iBooks Author, Mac OS X, Mac OS X Server, Learning Management System, and Google Drive. Mr. Hansel will also facilitate professional development for consortium staff throughout the ITTS 21 project.