

Budget

Nordonia Hills City (050047) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (137)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	3,035,395.00	0.00	3,009,690.00	0.00	6,045,085.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	3,035,395.00	0.00	3,009,690.00	0.00	6,045,085.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-6,045,085.00

Application

Nordonia Hills City (050047) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (137)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Breaking Apart Silos by Increasing Collaboration and Shared Services (BASICSS)

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

BASICSS is focused on removing the technological barriers like obsolete, inadequate or costly Data Center Infrastructure that exists today that prevents supporting a viable and sustainable 1:1 student device environment. BASICSS has started and will continue to reduce the rapid obsolescence and escalating costs of IT infrastructure and associated technical support by creating a region shared services model for the Districts Data Centers. This will in-turn enable and support the implementation of a District Augmented BYOD (Bring Your Own Device) program as the cornerstone of a 1:1 student device initiative that will move educational entities to becoming true 21st Century Learning Organizations.

*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.*

68706 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant  
Dr. Joseph Clark, Superintendent

Organizational name of lead applicant  
Nordonia Hills City Schools

Address of lead applicant  
9374 Olde Eight Road, Northfield, OH 44067

Phone Number of lead applicant  
330-908-6201

Email Address of lead applicant  
joe.clark@nordoniaschools.org

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

- Yes  
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Schools cannot transform the Instructional model and become 21st Century Organizations without a robust and sustainable 1:1 student device strategy. As instructional content rapidly becomes digital and on-line, schools have to find a way to ensure all students have the appropriate device. The most viable answer is District Augmented BYOD and transformational classroom practices. To get there, districts must have robust Data Centers and a sustainable funding stream to augment BYOD initiatives for students who need help in acquiring devices. BASICCS will enable schools to take advantage of a Shared Services Environment that has proven both cost effective and secure for schools for the past ten plus years with other technologies such as hosted VoIP, Wireless Controller, Student and Financial Information Systems, and more. The cost savings achieved will allow schools to focus on providing access to valuable curricular resources (student devices), and information, as well as focus on highly collaborative environments by re-investing their savings into the classroom and students. The rapid obsolescence of expensive and complex Data Center equipment driven by rapidly improving advances in technology and utilization, has left districts scrambling for funds to equip, update and support the IT Infrastructure. This is not only diverting valuable funds and resources away from the Classroom it is also preventing districts from implementing the necessary IT Infrastructure with the appropriate capacity and stability to support a viable 1:1 student device environment. Additionally, an internal survey of Summit County students demonstrated that while more than 95% have access to the Internet outside of school, a significant number of high-needs students do not have access to a computing device with Internet and word processing capability.

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

The proposed solution, BASICCS, creates a regional shared IT infrastructure to address the critical Districts Data Center needs and provide devices to students who qualify for free and reduced lunch. Without sufficient bandwidth and critical infrastructure capacity, District Augmented BYOD initiatives cannot be implemented which in turn prevents creating the 21st century Classroom which is essential to prepare students for college and careers. BASICSS changes this by: 1) centrally housing the Data Center infrastructure for all schools in this consortium and using NEOnet, one of 22 Information Technology Centers (ITC), to maintain a system with built-in fail safes and 24/7 availability; 2) using a large economies of scale to reduce Data Center components acquisition and support costs per district; and 3) reducing costs at the district level while providing the needed infrastructure capacity to implement District Augmented BYOD initiatives. Servers, Storage and Active Directory, network software, licensing, etc. will be aggregated to a shared services cloud eliminating costly replacements by districts and reducing staff time spent on IT maintenance. Our pilot study at Green Local Schools (see question 20) demonstrated a 40% reduction in support costs. In 2007, Green's IT support costs were approximately \$190K and saw significant technology initiatives introduced for the first time. This included not only teacher laptops but also an environment that was moved from a thin client (easy to support but lacking in educational functionality) to a thick client with a higher cost support structure. However, working under the BASICSS' shared services model to centralize Data Center services, Green's IT support costs went from \$216K in 2011 to \$120K in 2012, a 44% decrease and a direct example of year-over-year cost savings realized by the model. Savings will be redirected to the increased utilization of technology in the classroom, innovative teaching practices, professional development, and access to education anytime and anyplace. Wrapped around both components is professional development. Teachers, administration, and IT staff will also receive planning support and training to develop and implement the individualized adoption of BASICCS for their own district. This will ensure that the districts now have the technical and financial capacity to implement a robust and sustainable District Augmented 1:1 student device initiative. Professional development will be provided in a blended learning module including online learning classes and face to face sessions.

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

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

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

This consortium of schools has embraced the widely accepted premise that without a robust, stable and sustainable 1:1 student device program, the students will not be prepared for College and Career life. The tremendous advances in teaching and learning that is possible as a result of rapid advances in technology cannot be utilized without access to student devices or Anywhere Anytime learning. BASICCS expects to remove this barrier for all students across all grade levels, which will increase student achievement across all content areas.

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.)

Recurring savings as a result of centralizing expensive Data Center components and support via shared services, will generate \$401,025/year or \$2,005,125 over 5 years in spending reductions.

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 above realized savings in Infrastructure Upgrades and Support will allow each consortium member to reallocate the funds to the Classroom to acquire, support and sustain student devices.

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.)

At its core BASICSS utilizes a Shared Service Model to dramatically reduce Data Center costs while extending the appropriate platform to support 1:1 student device adoption (including BYOD). This student device adoption strategy, in turn, is what allows the Instructional Model in the Classroom to shift to true 21st Century Learning Models. Without utilizing a Shared Data Center model a district on their own cannot develop nor sustain the needed platform to sustain a 1:1 student device initiative. This will be true whether the student device initiative is either District funded or District Augmented BYOD. Utilizing a Shared Service Data Center model achieves the following goals: - Allows the district to implement and support the technology platform to operate 1:1 student initiatives (including BYOD) in an efficient and sustainable manner. - The above goal is achieved while dramatically reducing the cost of service - Utilize the savings to shift funds from Operations to the Classroom by augmenting BYOD initiatives. - Enabling the utilization of BYOD strategies to fully implement 1:1 student devices...which is the most likely method to ensure sustainability. BASICSS, a shared service project, allows for reduce hardware, software, energy, and staff costs by reducing 26 school district Data Centers to a centralized NEOnet ITC Cloud.

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

New - never before implemented

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

Mixed Concept: Incorporates new and existing elements

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

6,045,085.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

All funding for the startup costs of BASICSS will be through the Straight A Fund grant. The total budget cost is \$6,045,085. Implementation: \$1,135,000. One-time costs associated with the implementation of the BASICSS project. This includes AD migration for each participant, project management, two engineers for forty-six weeks to complete server virtualization and one engineer for twenty weeks to install the hardware. Software and Maintenance: \$1,500,395. The five year costs associated with the software and maintenance for the BASICSS project including virtualization, operating system, management, and backup software. Governance/Admin, \$50,000. Contracted support to manage fiscal responsibility, accounting in compliance with grant guidelines, and external evaluation. Professional Development, \$350,000. \$15,200 (152 hours) per district to fulfill professional development needs including the use of IT infrastructure. This will include a blended learning environment utilizing a digital academy and face to face instruction. Funds also to be used at district discretion to fulfill annual training needs related to student devices in the classroom and other related topics. Capital Outlay: \$3,009,690. The cost for the student devices and Data Center hardware.

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.

The grant will cover the necessary hardware, software, devices, maintenance, and professional development needed for the implementation of BASICSS. The school districts will incur an ongoing annual service fee to utilize the shared Data Center. This service fee includes all costs associated with ongoing support beginning in FY15 and replacing the hardware starting in FY20.

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

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

Yes

No

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

401,025.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

This project generates an annual expected savings of \$401,025/year or \$2,005,125 over 5 years. These savings are based upon the shared services concept and the inherent economies of scale in such a system. Without BASICSS, each district must implement and maintain their own Data Center with associated costs including: server purchases and upgrades/replacements, associated software and per student licenses, storage and active directory services, backups, redundant hardware for guaranteed uptime, and IT staff to support and maintain the system. BASICSS eliminates many of these costs at the local level and moves the expenses to the consortium level. Doing so realizes significant economies of scale wherein the consortium can leverage purchasing power and shared Data Centers (e.g. one enterprise shared server versus multiply servers at each and every school) to deliver significantly reduced costs to the districts.

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 grant focuses on three areas. #1) Anytime anywhere learning by providing a common user interface via shared Data Center services; #2) Enabling District Augmented BYOD student device initiative #3) Professional Development Centralization/Shared Data Center is where the real cost savings is for each school district. By eliminating the local Data Center costs, the schools can redistribute those funds to support other technical infrastructure initiatives (non-Data Center related) and student device initiatives. Annual Post Grant Sustainability Table

Consortium Members Data Center Costs (Pre-BASICSS) \$914,358 Consortium Members Data Center Fees Post-BASICSS implementations \$513,333 Augmented One to One Devices for Free and Reduced Lunch Students \$0 Annual Cost Savings \$401,025 In summary, implementing BASICSS ensure anywhere, anytime learning (BYOD). In addition this saves the consortium schools \$2,005,125 over a five year period. These savings are utilized to augment BYOD by providing student devices for those high school student who qualify for free and reduced lunch after the life cycle of the product assuming five years. The fees paid by the district after the savings associated with BASICSS ensure the sustainability of both the Data Center and the student devices.

#### 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 July 1, 2014 to August 1, 2014

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

The key to success of the project are the establishment/ongoing activities/leadership of the Project Implementation Task Force. Without leadership, collaboration, and cooperation amongst stakeholders, the project will lose momentum, fall prey to political disagreements, will not grow to become part of the culture of our communities. This committee bridges inherent gaps between instructional & IT personnel. We believe in the importance of keeping agreements clear and dealing with related issues and/or disagreements as they arise. Through the establishment of virtual communication systems, the potential barrier of geography and lack of time is overcome. With the establishment of a public relations sub-committee and plan, we meet head-on the potential barrier of inertia, waning public support. Shared experiences provide a platform for shared and common governance. July 1, 2014: Establish Project Implementation Task Force: Establishment and continuation of this group is essential for the buy-in and on-going engagement in the IT project and subsequent instructional programs. Task Force includes: 1 NEOnet: Project Mgr; 1 FTE Proj personnel 2 Summit Co.ESC: 1 rep (Curriculum) 3 U of Akron: 1 rep, (Evaluation) 4 Portage Lakes Career Center: 1 rep (Professional Development) 5 23 consortium schools: 2 reps each, 1 instructional rep; 1 IT rep July 14, 2014 - Develop final project implementation plan (milestones) Objectives Review Consortium Agreements; confirm and assure buy-in, define roles/responsibilities, assign task force facilitator, review IT deployment plan, review implementation plan, define issues, and develop mitigation plans August 2014 Activities: Deployment Calendar and Equipment Ordered NEOnet establish deployment calendar with Consortium schools and orders equipment. Task force addresses issues, benchmarks and formative evaluation strategies, develop surveys and appoint sub-committees.

\* Anticipated barriers to successful completion of the planning phase

Expected barriers to success are those encountered in many districts. Barriers : resistance of local IT personnel to relinquish local control over network activities; inadequate content in the first year of the project; fears of staffing cuts; and, failure of local districts planning for sufficient IT growth.

18. Implementation - Process to achieve project goals

\* Date Range September 2014 to June 23, 2014

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

September 2014: -Deployment activities carried out; benchmarks established as basis for environment Data Center - 140 Days >Switching Infrastructure implementation - September 1, 2014 - September 22, 2014 >Storage Implementation - September 23, 2014 - October 20, 2014 >Server Infrastructure implementation - October 21, 2014 - November 4, 2014 >Virtualization software implementation - November 5, 2014 - November 17, 2014 >Grid computing implementation - November 18, 2014 - December 9, 2014 >Backup Hardware implementation - December 10, 2014 - December 24, 2014 >Post Setup support and tuning - January 1, 2015 - February 25, 2015 District Migration - September 1, 2014 to June 23, 2014 - 262 Days - 23 Districts >Server Migration - >Workstation Migration >AD Migration September 15, 2014: o Testing for seamless transition o PD classes begin o Benchmarks measured o Performance tuning Ongoing - September 1, 2014 to June 23, 2014: o Review of deployments o Project signoff June 23, 2014: -Final project surveys -PR Committee conducts county-wide outreach o Final Report

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

Expected barriers to success are those encountered in many districts. Barriers : resistance of local IT personnel to relinquish local control over network activities; inadequate content in the first year of the project; fears of staffing cuts; and, failure of local districts planning for sufficient IT growth. Contingency Plan o Build project plans based on past success, and Project Mgmt standards o Identify Risks o Involve key

stakeholders o Test before deployment o Weekly checkpoint calls o Establish roll back procedures

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

\* Date Range August 1, 2014 to June 30, 2020

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

The success of BASICSS will be evaluated on the following criteria: > Number of Data Centers migrated to consortium cloud > The yearly cost reductions as a result of the Data Center migration > The ratio of BYOD student devices vs. district owned devices > LOTI Scale - which measures the level of teaching innovation Summative tools, benchmarks, and measurement calendars will be established during the first month of deployment and will begin application during month three and continue on an on-going basis throughout the deployment and implementation process. As each of the benchmarks listed above are met, they will be recorded and measured. Pre/mid-point/and post surveys will also be applied to both students and teachers. Final evaluation data and analysis will be included in a report to the governor.

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

> Changes to aims and outcomes > Delay in collecting results > Resistance to change

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:

Instructionally BASICSS will fundamentally change the classroom environment from technology usage as an augmentation tool to technology usage comprehensively embedded in every instructional facet of the classroom. This is made possible by enabling District Augmented BYOD student device initiatives to proliferate though-out the region. The shared Data Center Infrastructure will provide the technical platform to enable BYOD and the cost savings from this centralization will allow districts to budget for devices who qualify for free and reduced lunch.

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

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

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

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

Please enter your response below.

The shared services component relies heavily upon Beyond Boundaries: A Shared Services Action Plan for Ohio Schools and Governments. The plan references numerous studies and cases of shared services resulting in significant savings and creating great efficiencies. For example, the Management Council of the Ohio Education Computer Network found that at least \$91 million could be saved over the next five years through the use of shared regional Data Centers using shared cloud services. This approach to shared services has been tested with proven results over the last seven years through a pilot project at Green Local Schools, an Excellent rated district of approximately 4500 students. In 2007 Green Local Schools' cost for their IT Department and associated support costs was approximately \$ 200K. They implemented a managed services approach for technology support and subsequently implemented technology to the tune of several million dollars. The managed service approach worked closely with the districts ITC and moved critical infrastructure services ranging from hosted managed wireless to VoIP telephony to payroll automation servers, to the ITC cloud. This ensured the district eliminated or significantly reduced forklift upgrades of servers and reduced technology support costs by 40% allowing them to shift recurring costs to classroom devices and integration resources. This approach has now been similarly replicated in other districts and the Straight A grant will allow our consortium districts to move from supporting technology to integrating technology. Our project addresses each of the seven principles of Ohio's vision for continuous improvement: -Through the process of planning and implementation, each participating county district addresses a vision congruent to where they are in the shared vision and their own timeline. -Each district is committed to high performance and is supported by the utilization of a shared services cloud, eliminating, for example, costly maintenance and upgrades. -Ability to gather quality data assists each district in identifying progress and process and needed corrective actions. -Costs shifted from infrastructure and support to innovation encourages collaborative and collegial planning, implementation, and evaluation of common school improvement practices. - Ensures seamless communication and resource sharing. -Works toward an outcome of one focused and integrated program of 21st century learning practices and school improvement, professional development, and leveraging of instructional resources. -Supports an efficient planning and implementation process county-wide that is easily replicated statewide, creating a culture of student achievement and professional growth. Finally, districts are committed to re-purposing savings from the shared infrastructure to provide a utilization of a greater share of resources in the classroom.

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.

Dr. William M. Sherman, University of Akron - external evaluation The University of Akron will lead the evaluation, verify that all data is validated and accurate, create surveys or other instruments as needed and analyze the data objectively. Data will be provided to the grant team at least monthly. The team will review all data and determine if programmatic adjustments are needed. Due to the participative opportunity involving the 23 districts the large N size of 68,706 students in the study will give greater validity and reliability to the programming implementations and results of the data gathered in order to advance BASICSS. The data and action research established will lead to a more clear understanding and pathway for growth, not only in this consortium, but the ability to replicate the process across the state in districts involving the same issues and concerns of student growth in small and large districts and how to resolve the issue by collaboration of systems.

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

A key benchmark to achieve as a result of implementing BASICSS is increased levels of teaching innovations. Implementing BASICSS and enabling the 1:1 environment will allow teaching innovation in the classroom which in turn will improve student achievement. LoTi measures the Levels of Teaching Innovation in the Classroom. We will utilize a LoTi survey to measure Innovation in the classroom ranging from Awareness to Refinement. Improving students' academic achievement on statewide standardized tests without compromising the tenets of Digital Age Best Practices or the Common Core State Standards (CCSS) is the cornerstone of the LoTi? Benchmarking process. This benchmarking system (1) possesses the look and feel of the actual statewide assessment, (2) measures what has already been taught, (3) guarantees an efficient turn-around time for data analysis and summary, and (4) includes targeted and engaging follow-up interventions for students at a LoTi? 3 or higher. The LoTi? benchmarking system (1) possesses the look and feel of your statewide assessment, (2) measures what has already been taught, (3) is aligned to the Common Core State Standards, (4) guarantees an efficient turn-around time for data analysis and summary, and (5) includes targeted and engaging curriculum resources for students.

\* 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.

Contingency Plan o Build project plans based on past success, and Project Mgmt standards o Identify Risks o Involve key stakeholders o Test before deployment o Weekly checkpoint calls o Establish roll back procedures

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.

BASICSS will successfully attain project goals as demonstrated by the quantifiable measures of project outcomes discussed in question 24. Student achievement will be driven by the increased access to content, improved professional development and the provision of devices to students qualified for free or reduced lunch. Spending reductions will be accomplished through the shared services model discussed above. These reductions will be determined through a monitoring of district expenditures and are expected to grow past the funding of this grant. As the shared services model becomes embedded at the local level, districts will begin streamlining processes to take advantage of the system. Consequently, local IT costs will continue to fall as the shared services infrastructure grows. Changes in local staffing to manage the network could lead to greater spending reductions as districts will no longer have to add staff to build capacity. Utilization of a greater share of resources in the classroom - A significant factor in sustainability is the project's ability to leverage individual district's existing teaching and professional development resources for the betterment of the entire consortium. This will continue well after the expiration of the grant. BASICSS will help re-imagine what our school districts focus on. By using the shared services model and providing equitable access to content and personal computing devices, the project will move districts away from concentrating on providing for immediate needs and towards being able to provide each student with a personalized learning plan, complete with a successful career and college pathway.

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

This consortium of schools has embraced the widely accepted premise that without a robust, stable and sustainable 1:1 student device program, the students will not be prepared for College and Career life. The tremendous advances in teaching and learning that is possible as a result of rapid advances in technology cannot be utilized without access to student devices or Anywhere Anytime learning. BASICSS expects to remove this barrier for all students across all grade levels, which will increase student achievement across all content areas. BASICSS will allow districts to make available a platform, which will enable BYOD to be a viable reality. Given the financial constraints districts will not be able to address The specific benchmark for Student Achievement BASICSS expects to achieve are: > The ratio of BYOD student devices vs. district owned devices > LOTI Scale - which measures the level of teaching innovation A key benchmark to achieve as a result of implementing BASICSS is increased levels of teaching innovations. Implementing BASICSS and enabling the 1:1 environment will allow teaching innovation in the classroom which in turn will improve student achievement. LoTi measures the Levels of Teaching Innovation in the Classroom. We will utilize a LoTi survey to measure Innovation in the classroom ranging from Awareness to Refinement. Improving students' academic achievement on statewide standardized tests without compromising the tenets of Digital Age Best Practices or the Common Core State Standards (CCSS) is the cornerstone of the LoTi? Benchmarking process. This benchmarking system (1) possesses the look and feel

of the actual statewide assessment, (2) measures what has already been taught, (3) guarantees an efficient turn-around time for data analysis and summary, and (4) includes targeted and engaging follow-up interventions for students at a LoTi? 3 or higher.

\* Spending Reduction in the five-year fiscal forecast

Recurring savings as a result of centralizing expensive Data Center components and support via shared services, will generate \$401,025/year or \$2,005,125 over 5 years in spending reductions. The specific benchmark for Spending Reductions that BASICCS expects to achieve is: > Number of data centers migrated to consortium cloud > The yearly cost reductions as a result of the data center migration

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

The specific benchmark for Utilizing greater resources in the Classroom that BASICCS expects to achieve is: > Number of district provides devices to augment BYOD based on need. This benchmark will be clearly measured as the entirety of the savings from implementing shared Data Center services (BASICSS) will be utilized toward providing student devices purchased by the district to augment BYOD. Without BASICSS these funds would be allocated to Data Center operations and not being directly allocated to Classroom related resources.

\* Implementation of a shared services delivery model

Recurring savings as a result of centralizing expensive Data Center components and support via shared services, will generate \$401,025/year or \$2,005,125 over 5 years in spending reductions. The specific benchmark for Spending Reductions that BASICCS expects to achieve is: > Number of data centers migrated to consortium cloud > The yearly cost reductions as a result of the data center migration

\* Other Anticipated Outcomes

BASICSS, a shared service project, allows for reduce hardware, software, energy, and staff costs by reducing 26 school district Data Centers to a centralized NEOnet ITC Cloud

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

This projects' ability to be replicated is easily applicable to any consortium that embraces the concept of shared services and cloud computing especially as delivered by ITCs that provide shared data center services. Numerous ITC's today do not have the financial means or technical know-how on implementing this strategy. BASICSS will provide the blueprint including all technical, financial and functional know-how for other ITC's throughout the state. This will allow their existing consortium of districts to utilize shared Data Center services, which will lead to developing the platform for 1:1 BYOD initiatives. This grant will ensure that a viable and proven concept that BASICSS already represents, can be rolled out throughout to all regional districts. The State of Ohio's education network allows for this sort of cost savings for all connected entities. Not only could other consortium' s replicate this project, they could easily become part of this scalable environment and achieve the cost savings to re-invest in their students.

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).

Dr. Joe Clark, Superintendent, Nardonias Hills City Schools, 330-908-6201, joe.clark@nardoniaschools.org. Uploaded the grant assurances signature page.

Consortium

Nordonia Hills City (050047) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Consortium Contacts**

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Russell	Chaboudy	330-644-0850	rchaboudy@coventryschools.org	Coventry Local	049999	2910 S Main St, Akron, OH, 44319-1849	
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Joe	Bergant	216-429-5702	JBergant@cuyhts.org	Cuyahoga Heights Local	046557	4820 E 71st St, Cuyahoga Heights, OH, 44125-1043	
Benjamin	Moore	330-896-8200	bmoore@plcc.edu	Portage Lakes	063495	4401 Shriver Rd, Uniontown, OH, 44685-9554	
Bob	Mengerink	937-974-4966	bob.mengerink@esc-cc.org	Richmond Heights Local	046599	447 Richmond Rd, Richmond Heights, OH, 44143-1429	
David	Dunn	330-825-0863	ddunn@nortonschools.org	Norton City	044552	4128 Cleveland Massillon Rd, Norton, OH, 44203- 5633	
Todd	Nichols	330-926-3800	cf_nichols@cfalls.org	Cuyahoga Falls City	043836	PO Box 396, Cuyahoga Falls, OH, 44222-0396	

## Partnerships

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## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Matthew	Gdovin	330-926-3902	gdovin@neonet.org	Northeast Ohio Network for Educational Technology		700 Graham Road , , Cuyahoga Falls , Ohio , 44221	
Linda	Fuline	330-945-5600	lindaF@cybersummit.org	Summit County Educational Service Center		420 Washington Avenue , , Cuyahoga Falls , Ohio , 44221	
Ben	Moore	330-896-8200	bmoore@plcc.edu	Portage Lakes Career Center		4401 Shriver Road , , Green , Ohio, 44685	
Dr. William	Sherman	330-972-5328	provost@uakron.edu	University of Akron		University of Akron , , Akron , Ohio , 44325	

Implementation Team

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Ben	Moore	Superintendent, PLCC	Portage Lakes Career Center (PLCC) offers high school students career training and development to meet the demands of today's high-tech job market. PLCC provides the skill sets, technical expertise, and field knowledge needed for career or college entrance. They will provide professional development for teachers, and technical support when needed.	The mission of PLCC is to develop life-long learners with the skills, expertise and knowledge needed for career and college success. Great Things Are Happening At PLCC Where there was once a stereotype to the words "career center," PLCC proves otherwise by providing the skill sets, technical expertise, and field knowledge needed for career or college entrance. Here are the facts: -89% of PLCC students advance to a career in their field of study or college -58% of PLCC students advance to college, military or apprenticeship -42% of Ohio's high school students are enrolled in career centers -30% of PLCC seniors were placed on job placement during the 2012-13 school year - 23% of Ohio's high school students are in workforce development programs	History of PLCC: On August 29, 1974, the citizens of Coventry, Green and Manchester School Districts approved a levy that would provide the money to build and operate a school to provide vocational education training for people living in the community. The school was named Portage Lakes Joint Vocational School. In 1989, the name was changed to Portage Lakes Career Center. A 47-acre site on Shriver Road in Green Township was purchased on May 12, 1975, and the building was completed by August 1, 1977. The original building was 118,000 square feet and included 15 classrooms and 15 skills area, a large group instructional area, a library/media center, a reading/math lab, a computer lab, and an Adult Education Center. In November 1991, the Career Center's Board of Education unanimously approved a resolution to enlarge the Portage Lakes Joint Vocational School District to include the secondary vocational education programs at Springfield High School. The inclusion of Springfield's programs took effect in July 1992. Under the merger, Springfield became a satellite facility of the Career Center. In November of 2009, the Career Center broke ground to add an additional 11,540 square foot Health Technology Wing.	
Chris	Zolla	Chief Information Officer, NEOnet	Chris Zolla, Chief Information Officer, will be responsible for the oversight of the project. The IT portions of the project have been designed by, and will be implemented and maintained by, the staff at The Northeast Ohio Network for Educational Technology (NEOnet). NEOnet was established in 1995 and is one of twenty-two designated Information Technology Centers (ITC) in the Ohio Education Computer Network (OECN). NEOnet provides data management and computer services for member and affiliated school districts. NEOnet	Chris Zolla has 12 years of experience designing, implementing, and supporting large scale projects. Under his supervision the NEOnet consortium has connected over 90 school buildings to a 'gig' fiber network, installed over 5,500 VOIP telephony handsets, and 2,000 managed wireless access points.	Chris Zolla has 12 years of experience designing, implementing, and supporting large scale projects. Under his supervision the NEOnet consortium has connected over 90 school buildings to a 'gig' fiber network, installed over 5,500 VOIP telephony handsets, and 2,000 managed wireless access points.	

			represents about 120,000 students and proudly serves over forty educational entities in Cuyahoga, Geauga, Lake, Medina, Portage, and Summit counties. NEOnet is committed to providing services, support, and guidance to help districts administrators, teachers, and other stakeholders operate effectively as 21st century learning organizations.			
Linda	Fuline	Superintendent, SCESC	The Summit County Educational Service Center (Summit ESC) is committed to providing leadership and service in education. This organization is dedicated to providing administrative, curricular, instructional, instructional technology, pupil personnel, and professional development services to the schools of Summit County and assisting them in reaching their educational objectives. The Curriculum and Instruction Department is committed to providing educators in and beyond Summit County with high quality staff development experiences and resources, which lead to building individual and collective professional capacity for the improvement of student learning and the development of the whole child. The department functions as a true professional learning community committed to research and data-based decision making, cooperation, collegiality, mutual support, and sensitivity to the needs of our stakeholders. Summit ESC will coordinate the professional development portions of the project and connect districts to resources.	SCESC staff is dedicated to providing leadership in the areas of staff development, in-service, technological developments, student development, curriculum and instruction development, current educational processes, legal developments, and fiscal developments.	The Summit County Educational Service Center (SCESC) was first established as the Summit County Board of Education in 1914 when Ohio's 80th General Assembly sanctioned the founding of a county board of education for each of the 88 counties in Ohio. The primary aim of a county office was to provide administrative management and leadership to local school districts, the majority of which were small. In 1995 Ohio's state legislators authorized that all county boards of education be called "education service centers." This same provision also changed the name of our board of education to "governing board." This governing board is elected by the voters of all the local school districts.	