

Budget

United Local (046458) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (323)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	5,890.50	114,608.61	0.00	0.00	120,499.11
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	9,000.00	0.00	0.00	0.00	9,000.00
Family/Community		0.00	0.00	495,000.00	0.00	0.00	0.00	495,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	509,890.50	114,608.61	0.00	0.00	624,499.11
Adjusted Allocation								0.00
Remaining								-624,499.11

Application

United Local (046458) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (323)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Corn Silos and Windmills - CONNECTED: All Aboard!

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

The goal of this proposal is to remove the educational inequity that exists presently between students who have the internet at home and those who do not. United Local Schools has internet providers and partners who have agreed to work with us to ensure internet service would be available to 100% of our student population. Teachers must now make paper copies of homework for some students creating an unequal playing field academically, but still these students don't have access to the videos, interactive resources, and internet links to additional information.

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.

1289 3. Total Students Impacted:

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

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

Pre-K Special Education

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant
Steve Viscounte, Superintendent

Organizational name of lead applicant
United Local School District

Address of lead applicant
8143 State Route 9, Hanoverton, OH 44423

Phone Number of lead applicant
330-223-1521

Email Address of lead applicant
steve.viscounte@united.k12.oh.us

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

The crux of the problem is that internet access is vital for all of our students to be academically successful and we know 15% of our students have no internet access at home and an additional 20% have very poor access. Laptops, e-texts, and online content are quickly replacing paper counterparts. We are located in the Eastern Appalachian region of Ohio, and high-speed internet is not available to many of our homes because of either financial constraints, physical barriers (hills and woods) or remoteness. Of the 655 homes in our district, only 295 homes are serviceable by Time Warner, leaving 360 homes that would need other means of internet connectivity. Connectivity maps provided by "Connect Ohio" show much of our district is not served by any of the big companies (Verizon, AT&T, Sprint). Teachers are eager to use more internet content, but cannot because many of our students have no internet away from the school buildings. Electronic textbooks allow for interactive assessments, supplemental videos, "click on" words for definitions, and the ability to differentiate reading levels for special education students. None of these features are available with traditional textbooks. Teachers' attempts to help students who don't have internet at home cost extra time and money because of the necessity of providing paper information. Susan, a straight A senior, who most often enters a room quietly smiling and spreading her peaceful approach to life comes storming in declaring, "I hate those Blizzard Bag days!" Her friends ask why and she replies, "It isn't fair! I don't have internet at home and it puts me behind in my work!" Rough and tumble Daniel, great athlete, great student, explains to his computer applications teacher, "I can't do my work at home because my Mom doesn't have internet." The teacher then polls the class to see how many others don't have it and discovers several others face similar obstacles. Some have it at Mom's but not at Dad's.

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

Beginning in fiscal year 2013-2014 United Local issued a laptop with electronic textbooks to each freshman student. Since this will be done every year, eventually every high school student will be in possession of these tools. Unfortunately without home internet connection, a parallel picture for some would be to have given them a car but no gasoline. Some students are able to take college level courses at our school in partnership with universities. Ambitious students like these would use connectivity on the buses if it were available. These same students spend a lot of time on the buses because of their extracurricular activities. With 46% of our students involved in after-school activities, connectivity on buses will have a significant impact on e-text access for studying. Solving the Problem: United Local has the ability to make high speed internet available to its students off campus. Partnering with school, community, and businesses will lay a path for equitable and sustainable academic achievement. We would eliminate the digital divide as Time Warner, RAA Data Services, and Verizon Wireless partner with us to provide internet to our students' homes and on our school buses. Students will be able to do internet enhanced homework during their long rides (up to 2 hours a day), and in their homes. The major components of our solution include internet connectivity in the homes, on the school buses, laptops for every student, electronic textbooks and resources, professional development and support for teachers and parents, ongoing input and feedback from all stakeholders. Web based interaction, resources, and communiques, made possible with this grant will reduce paper-related expense. Existing internet suppliers stand ready to provide connectivity for the homes that need it. Since these companies have agreed to allow us to pay a lump sum representing 5 years of service, we have a long-term solution at hand.

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.)

Student grades and state assessment scores will improve in the content areas of reading, math, science, and social studies in grades K-12. Absolutely every student in United Local Schools will be impacted. Collaborative learning is at a higher level when all participants have equal access to information and resources. Conversely, students without the internet at home come to class with less information. Without question, technology is the primary medium of the 21st Century student. Studies show that using technology helps to engage students in their learning. This makes technology a critical component for engaging today's learners. Laptops with electronic textbooks and web-based resources will provide the technology component. We conclude that 100% of our students (1,289) will be positively impacted, not only the students who newly gain access to the internet. Their peers who already have the internet will gain from their now better-informed fellow students. Inclusivity academically trumps exclusivity - a broader conversation usually produces better results.

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.)

Savings is the money the district would have spent had they not received this grant. Grant money spent on one grade level distribution of

laptops and electronic textbooks (\$100,000) will save that much from our budgeted forecast for fiscal year 2015-2016. Additional savings on these items will be 20% (\$4,200) in the first year for paper/postage for "News & Views" publication mailed 5 times each year, student handbooks, and beginning of the year forms required from all students and faculty. Savings will be possible with electronic options made available because of the implementation of the program. An additional savings on paper and postage will be incrementally realized annually. FY2017- 50%: \$10,400; FY2018 - 60%: \$12,480; FY2019 - 80%: \$16,640; and FY2020 - 100%: \$20,800. We expect to realize additional savings as teachers and students move from paper to electronic communication, but we have not included that in this table. This does not consider the potential savings for intervention programs currently needed for disengaged students.

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.)

Students will come to rely more on and make better use of their school-issued laptops, electronic textbook resources, and internet based opportunities for collaboration and research. Teachers can extend the classroom beyond the school walls by incorporating internet based resources in their homework assignments. This project not only brings resources into the classroom, but it in fact expands the classroom to the school bus and into the homes. Opportunities for blended learning options will emerge naturally with internet resources available for all students.

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

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

New - never before implemented

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

Mixed Concept: Incorporates new and existing elements

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

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

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

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

[Enter Budget](#)

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

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

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

[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.

624,499.11 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Rationale and evidence for budget items is based on quotes and information as received from each company. Connectivity to homes is provided for the 5-year period of the grant by RAA Data (\$337,500) and Time Warner (\$157,500) for our underserved and unserved students. There will be no ongoing costs because both RAA Data and Time Warner will guarantee this service for the entire 5-year period of the grant. This is needed because the crux of the problem is that internet access is vital for all of our students to be academically successful and we know 15% of our students have no internet access at home and an additional 20% have very poor access. Laptops, e-texts, and online content are quickly replacing paper counterparts. We are located in the Eastern Appalachian region of Ohio, and high-speed internet is not available to many of our homes because of either financial constraints, physical barriers (hills and woods) or remoteness. Of the 655 homes in our district, only 295 homes are serviceable by Time Warner, leaving 360 homes that would need other means of internet connectivity. Connectivity maps provided by Connect Ohio show much of our district is not served by any of the big companies (Verizon, AT&T, Sprint). RAA Data will fill this void of home internet access by installing high speed internet relay units on structures such as corn silos and windmills. This will solve the problem of non-access caused by geographic remoteness. Wi-Fi routers purchased with a 5-year warranty from CDWG for our 17 school buses will cost \$14,608.61, and bus connectivity from Verizon Wireless will be \$5,890.50 per school year. Because we must pay for the bus connectivity from Verizon by the month, that makes this an ongoing expense. Some students are able to take college level courses at our school in partnership with universities. Ambitious students like these would use connectivity on the buses if it were available. These same students spend a lot of time on the buses because of their extracurricular activities. With 46% of our students involved in after-school activities, connectivity on buses will have a significant impact on access for studying. Also, we are located in a rural area, and there are no Wi-Fi hot spots readily available, the bus connectivity is important. Some schools in other states were able to pay for their connectivity by selling advertisements, but Ohio law prohibits our school buses from advertising anything. Another hoped for possibility to reduce the ongoing cost of bus Wi-Fi was through the government E-Rate program, but buses do not qualify for that program according to Lori Germann, Ohio's E-Rate specialist. As a result, connectivity on buses will be an ongoing expense of \$5,890.50 per year. Laptops with 5-year warranties from CDI for one grade-level of high school students will be \$66,000, and their electronic textbooks from Pearson and Houghton-Mifflin Publications with 6-year subscriptions will be \$34,000. Beginning in fiscal year 2013-2014 United Local issued a laptop with electronic textbooks to each freshman student. Since this will be done every year, eventually every high school student will be in possession of these tools. As this laptop and e-text rollout has already begun, and is part of our current budget, no new expenses will affect sustainability in this area. Professional development for teachers will be provided by Western Reserve Public Media using the "train the trainers" model for a one-time cost of \$9,000 for 15 days of training throughout the year. By training trainers on our United Local staff, ongoing professional development will be sustainable. Our ONLY ongoing expense for our entire program will be \$5,890.50 per year for bus connectivity.

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.

Sustainability costs of \$5,890.50 each year for the 9 months of Verizon Wireless connectivity for our buses after year 1 will be our only new ongoing costs as a result of receiving this grant. The sustainability of this program is excellent because everything can be paid for up front except for the internet bus connectivity, which is offset by money saved from the budgeted purchase of laptops and e-texts. Therefore we are merely asking for one year of bus connectivity money, and the district will pay for the remaining 4 years from the savings generated by the implementation of the program. All other components of this project will be contracted and paid for with the Straight A grant money at the inception of the program. The bus connectivity expenditure is \$29,455. This ongoing cost of this Straight A grant will be more than covered by the savings realized as described below. Straight-A grant money will be used to purchase one year of laptops and electronic textbooks that were already included in our financial 5-year forecast in 2015-2016. This is a cost of \$100,000. Deducting the \$29,455 bus connectivity expenditure, this leaves a net \$70,545 savings over the grant period. The laptops and routers purchased with the grant money will have a 5-year warranty. RAA Data and Time Warner guarantee 5 years of service for the home internet connectivity component of the program. The electronic textbooks from both Pearson and Houghton-Mifflin are 6-year subscriptions. The professional development from Western Reserve Public Media is a one-time cost. Therefore all money requested will be fully expended within the grant period, and the program will be fully financed without hidden, unexpected, expenses from some unknown source. By fiscal year 2015 - 2016 our district will have complete saturation of internet, allowing families to communicate electronically with the school. As our district is able to convert paper forms and postal mailings, to online forms and electronic mailings, additional savings will also be realized through lower paper, copier, printing, and postage expenses. Over time, this grant will provide ongoing annual cost savings for the district estimated at \$20,800. Therefore the sustainability of this project is ensured. A key reason that this program will succeed is because of the existing computer culture at United Local. The Principal, the Technology Coordinator, and District Technician participate in a present, ongoing, computer-driven culture at the school. Concurrent with this, and a key reason that this laptop program will work is because one can presently see it happening. Students walk into the class tech room and trouble shoot with a staff person and leave with their programming difficulties solved. This is because United Local has a highly trained and motivated staff that is computer literate. This is what this program will look like when it is completed. You will see happy, calm students and teachers who are not much inconvenienced by snow days because they have been in touch on the internet. You will see through school bus windows, students bent over their screens, making good use of bus riding time. And you will see a happier, more relaxed bus driver, too. You will see laptops next to trumpets and drum sticks at football games. You will see amazed, smiling parents in the homes admiring kids who can turn in assignments electronically any hour of the day (midnight, the night just before the family vacation). Parents will become a part of the student-teacher-parent communication process through use of the issued laptop itself. This could eliminate problems of scheduling special times for parents to communicate with teachers.

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.

27,012.92 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

Mathematically, the above number is an average of expected savings across the duration of this project. Moving to online communications like teacher websites containing lesson plans, homework assignments, portals for students to turn in assignments, online district forms, and electronic textbooks, will decrease the cost of our current practice of using the paper version of each of these. Teachers will save the time of having to make copies of homework assignments and handouts because these can now be made available on their websites. The copy machines and printers will be used less so they will last longer and need fewer supplies. Lease agreements for copiers will cost less as they are based on the number of copies made. Use of online forms will save bookkeeping time district-wide. Through the grant the district will save \$100,000 already budgeted for fiscal year 2015-2016 for the purchase of freshmen laptops and electronic textbooks. Presently situated in the tech coordinator's classroom is an orange and black cart the size of a kitchen table. This contains rows of laptops, each one numbered, and the unit can be locked shut. Students older than freshmen who have not been involved in the 1:1 rollout may come in and sign up a laptop. There already exists an "underground" cadre of gamers who sharpen their skills with computer games. Our teachers already are using this initiative to enhance academic expertise by combining student enthusiasm with curriculum. Since United Local already has in place a culture of computer competence, there is no need to "reinvent the wheel" here. Many teachers already are very adept at infusing their lessons with electronic resources. All the teachers already maintain their own websites containing their syllabus, lesson plans, and links to supplemental resources, all linked to the school site. The district uses ProgressBook to communicate grades and homework status to families. Therefore, potentially expensive staff development has already taken place, which equals savings. Savings is the money the district would have spent had they not received this grant. Grant money spent on one grade level distribution of laptops and electronic textbooks (\$100,000) will save that much from our budgeted forecast for fiscal year 2015-2016. Additional savings on these items will be 20% (\$4,200) in the first year for paper/postage for "News & Views" publication mailed 5 times each year, student handbooks, and beginning of the year forms required from all students and faculty. Savings will be possible with electronic options made available because of the implementation of the program. An additional savings on paper and postage will be incrementally realized annually. FY2017 - 50%: \$10,400; FY2018 - 60%: \$12,480; FY2019 - 80%: \$16,640; and FY2020 - 100%: \$20,800. We expect to realize additional savings as teachers and students move from paper to electronic communication. This does not consider the potential savings for intervention programs currently needed for disengaged students.

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 sustainability of this program is excellent because everything can be paid for up front except for the internet bus connectivity, which is offset by money saved from the budgeted purchase of laptops and e-texts. Therefore we are merely asking for one year of bus connectivity money, and the district will pay for the remaining 4 years from the savings generated by the implementation of the program. We will pay ahead for services that will continue and last during the five-year period. Service companies have agreed to provide the internet service we need for a lump sum which they guarantee will suffice for their providing their product for 5 years. The only exception is connectivity for the buses, which must be paid monthly. The district can well afford to pay this amount, not dependent on the grant monies. Some savings on school supplies may actually offset the cost of bus connectivity, which is rather small, only \$5890.50 per year. Connectivity to homes is provided for the 5-year period of the grant by RAA Data (\$337,500) and Time Warner (\$157,500) for our underserved and unserved students. There will be no ongoing costs because both RAA Data and Time Warner will guarantee this service for the entire 5-year period of the grant. This is needed because the crux of the problem is that internet access is vital for all of our students to be academically successful and we know 15% of our students have no internet access at home and an additional 20% have very poor access. Laptops, e-texts, and online content are quickly replacing paper counterparts. We are located in the Eastern Appalachian region of Ohio, and high-speed internet is not available to many of our homes because of either financial constraints, physical barriers (hills and woods) or remoteness. Of the 655 homes in our district, only 295 homes are serviceable by Time Warner, leaving 360 homes that would need other means of internet connectivity. Connectivity maps provided by Connect Ohio show much of our district is not served by any of the big companies (Verizon, AT&T, Sprint). Wi-Fi routers purchased with a 5-year warranty from CDWG for our 17 school buses will cost \$14,608.61, and bus connectivity from Verizon Wireless will be \$5890.50 per school year. Because we must pay for the bus connectivity from Verizon by the month, that makes this an ongoing expense for years 2-5. Some students are able to take college level courses at our school in partnership with universities. Ambitious students like these would use connectivity on the buses if it were available. These same students spend a lot of time on the buses because of their extracurricular activities. With 46% of our students involved in after-school activities, connectivity on buses will have a significant impact on internet access for studying.

Also, we are located in a rural area, and there are no Wi-Fi hot spots readily available, the bus connectivity is important. Some schools were able to pay for their connectivity by selling advertisements, but Ohio law prohibits our school buses from advertising anything. Another hoped for possibility to reduce the ongoing cost of bus Wi-Fi was through the government E-Rate program, but buses do not qualify for that program according to Lori Germann, Ohio's E-Rate specialist. Laptops with 5-year warranties from CDI for one grade-level of high school students will be \$66,000, and their electronic textbooks from Pearson and Houghton-Mifflin Publications with 6-year subscriptions will be \$34,000. Beginning in fiscal year 2013-2014 United Local issued a laptop with electronic textbooks to each freshman student. Since this will be done every year, eventually every high school student will be in possession of these tools. Professional development for teachers will be provided by Western Reserve Public Media using the "train the trainers" model for a one-time cost of \$9,000 for 15 days

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 September 2012 - August 2014

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

Groundwork was successfully laid with initial data collection and planning for the pilot group for our 1:1 laptop rollout which began with the 2013-2014 school year. A team of staff has been meeting monthly to review and evaluate the pilot year of our 1:1 program. A substantial amount of research has been gathered from other schools in the country who have done pieces of what we will be putting together in our comprehensive project. Surveys of our students have been conducted to determine which households have internet access. Connect Ohio has provided coverage maps which show what possible internet providers are available for our district. Time Warner Cable has run all our addresses through their system to determine their coverage capability. RAA Data has studied our district terrain to determine their potential for reaching the remote areas. Other things we have done: Negotiated with vendors to provide 5-year warranties and service contracts for equipment and connectivity. Textbook companies have provided quotes for 6-year electronic textbook subscriptions. An agreement has been established with Dr. Beese of YSU to oversee the evaluation piece. In anticipation of receiving the grant we have already drafted communiques for our constituency, parents, school personnel, newspapers, and local TV stations. We have been working very closely with our vendors and have promised to let them know as soon as we receive the grant.

* Anticipated barriers to successful completion of the planning phase

Because we are building on an existing program that was implemented this year, and because two years of planning went into the preparation for this initial phase, no barriers to the successful completion of the planning phase are anticipated.

18. Implementation - Process to achieve project goals

* Date Range August 2014 - June 30, 2015

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

Weekly, August 11 - June 15, the district will receive reports from internet providers that describe in detail the work done and progress made on behalf of the district the prior week. It is expected that internet will be made available to the entire district by June 15, 2015. First priority for installation will be given to families of students in grades 9 and 10, who will have laptops and e-texts in the first year of implementation. Throughout the year, as internet becomes available to families in need, they will be notified of the availability and connected. August 4 Meet with Time Warner & RAA Data establishing a timeline Send Purchase Orders to vendors Mail notifications and send mass phone message to parents of students who qualify for free internet service to come to the first informational meeting at the school at 7:00 p.m., August 8. August 11 Process student applications for home internet Let internet providers know exact locations for connectivity Install routers in buses Begin processing laptops August 18 Finish processing laptops High School Principal and technology department finalize plans for student/parent laptop orientation and distribution meeting. August 21 Laptop orientation and distribution August 26 Survey parents and students to determine internet connections at home, whether it is nonexistent, very slow, adequate, or very good (baseline data for evaluation). March 5 During Parent-Teacher conferences use the same survey to determine grant progress. In the first week of June, before students check out for the 2014-2015 school year, use the same survey a final time to determine the extent of the grant's success. Monthly faculty meetings - means for feedback and providing professional development June 15 Review grant goals, refine strategies

* Anticipated barriers to successful completion of the implementation phase.

We understand the potential for barriers that may arise if some families refuse to participate. We also recognize that the barriers of weather related events may slow the installation process. Because our schoolwide wireless network was just installed in 2012, and has been tested

for capacity, we do not anticipate barriers onsite.

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

* Date Range May 2013-June 2020

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

This evaluation will use an Impact Model for evaluation as part of a doctoral dissertation study conducted by United Local High School Principal, William Young. The study will be conducted with guidance and consultation from Dr. Jane Beese of Youngstown State University, Mr. Young's Dissertation Chair. Looking to gather both quantitative and qualitative data in the impact model evaluation, a mixed model study will serve as the evaluation methodology. As reflected in our Impact Model, the following data will be collected to measure short term (year 1), intermediate term (years 2-3), long-term (years 4-5), and lasting impact beyond the scope of the grant period: Data Outputs will include Home Connectivity Measures; Student Grades & Course Failure Rates, State Test Results & Value-Added Data, Yearly Attendance Rates, Discipline Referrals & Suspensions, Survey Feedback providing Student Perceptions, Parent Perceptions, and Teacher Perceptions, as well as Pre & Post Training Assessments of Teacher Knowledge/Skills for Technology Integration. Aggregate Data Reports will be provided to school board members at meetings as a part of their monthly report and will be used at mid-year and end-of-year cycles by our implementation team to navigate unforeseen barriers and modify strategies as needed. Context: The United Local School District serves an economically diverse and rural community in the Appalachian foothills of the Upper Ohio Valley. Grade level enrollments average at roughly 100 students. Similar to the state average, our school has 43% economically disadvantaged students. 15% of our families do not have internet access. Another 20% do not have high speed internet to allow students to fully utilize their e-text video resources.

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

We cannot guarantee that United Local through the multi-year duration of this project. Nor can we know that Dr. Beese will stay at YSU. Changes of personnel provide real, potential barriers for long-term evaluation. Our hope is that our impact model with specific data measures will provide a clear path for whoever assumes the lead role in conducting the evaluation of our project.

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:

"Corn Silos and Windmills - Connected: ALL Aboard!" will fundamentally change our approach, delivery, and outcomes for education at United Local Schools over the five year period of the grant. Students will have access to a world of information, resources and tools through internet based learning. As a result, they will be more engaged, efficient, collaborative problem solvers, with the 21st century skills needed to be successful in their world. The goal of this proposal is to remove the educational inequity that exists presently between students who have the internet at home and those who do not. United Local Schools has internet providers and partners who have agreed to work with us to ensure internet service would be available to 100% of our student population. Teachers must now make paper copies of homework for some students creating an unequal playing field academically, but still these students don't have access to the videos, interactive resources, and internet links to additional information. Student attendance, discipline, and achievement will improve significantly over the 5 year period of the grant. With incremental improvements each year, the overall impact will be significant. Students will be engaged and excited about learning and excelling using these new tools provided. With home connectivity, students will be able to do their "blizzard bag" assignments and no longer feel frustrated because of the lack of internet access at home. Student morale as a whole will be improved because of the elimination of the inequity. Student communication between peers, collaboration, and accessibility to additional external resources will become a natural part of their educational experience. Students will be better prepared to succeed in college and their careers with the increased facility provided by this connectivity. They will be able to complete applications online for jobs and colleges. Many will return to our community and become parents of the next generation, and our community as a whole will be better for having achieved this project. Trained teachers will train other staff each year, redefining their pedagogical practices, to build teaching and learning opportunities that utilize and develop critical 21st century skills. They will no longer be constrained by their students' lack of internet access. They will develop coursework and assignments, using their imaginations and creativity freely. They will be able to communicate more regularly, and easily with parents using the internet, knowing the parents will be able to receive these communiques in their homes. As this communication increases, students are the ones who ultimately benefit. By the end of the grant period, all the teachers will have changed their delivery methods and classrooms will no longer look the same (teacher up front lecturing to students hand-writing notes), and will no longer be the same. Teachers will be helping students navigate, evaluate, and use the vast resources available to them (the "guide on the side"). Assessments will be formative, taken along the way and tabulated electronically, to ensure participation and fairness, and be immediately used to modify teaching content to maximize coverage of material. Teachers will be able to tell immediately what their students already know, and adjust their lessons to continually challenge and engage their classes. Putting the laptops in each student's hands will help students become prepared for the new, online assessments. We know that next school year will bring about the implementation of the next generation assessments conducted by the state of Ohio. High speed internet in the students' homes and on their school buses will extend the opportunities for learning beyond the school campus.

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.

Technology provides the opportunity to learn 24/7, not just behind the school house walls. Gov. Perdue (2012) cited Alleghany High School, NC for its outstanding progress in the use of classroom technology and digital learning. School system leaders worked collaboratively with private sector partners to make connectivity at students' homes a reality. The total performance composite increased from 79.8% to 87.43%. Algebra I pass rates improved from 72.5% to 81.7% and Reading Grade 10 for economically disadvantaged students was 85.7% exceeding the target of 78.9%. A report from the U.S. Commerce Department found that the digital divide is still very much present in the United States. This divide creates a major challenge for teachers to incorporate more digital tools. Providing broadband access for students in their homes ensures digital learning will not end at the close of the school day. The issue of broadband access that is strong and equal whether you live in Appalachia, Newark, New Jersey, or Silicon Valley, is a moral and economic imperative to ensuring that our students are ready for the world that awaits (The Atlantic). The New York Times reports about rural Coffeeville, AL where only 60 percent of households use broadband Internet service. "This (internet access) is like electricity was," said Brian Depew, an assistant director of the Center for Rural Affairs. "This is a critical utility." "Access is a basic right. It's the same as roads or clean water or electricity," said Michael Mills, a professor of Teaching and Learning at the University of Central Arkansas. The Internet is about empowerment. If we take away this access because we think certain people aren't going to use it right, we're no better than governments who take away voting rights from women and minorities." Jason Borgen, program director of the Technology Information Center for Administrative Leadership (TICAL) in the Santa Cruz County Office of Education (Calif.) summarized nine digital citizenship considerations outlined in a 2011 book by Mike Ribble [2], published by the International Society for Technology in Education. Number one is digital access. Do students have it? At the 2013 Ohio State Technology Conference keynote speaker Dr. Casey Wardynski, Huntsville City Schools, told the audience in this district heavy textbooks were swapped out for interactive, digital curriculum on laptops and iPads, schools were connected with robust internet networks, and Wi-Fi was installed in school buses and expanded in public areas throughout the city. Teacher reports and school records already show Huntsville students more engaged and interested in learning after the one-to-one learning initiative launched this school year, with suspensions down 56%. Statistics show in one year improved academic test results, student behavior, attendance, and graduation rate. Math proficiency rose 26 and reading 19 percentage points in grades 1-12 over the past 2 years based on Star Assessments. The district has also put Wi-Fi hotspots on school buses so that students can complete assignments on what are often lengthy rides. "The home piece is the payoff," he said. "You lose 75 percent of the benefit if [the devices] don't go home." The benefits will be huge, providing internet for all students regardless of their physical location or financial condition. It will level the playing field for our community, affording equal opportunity for everyone to succeed in our modern world. Just like the advent of electricity, coming to the towns before the rural areas, the internet is available in cities all across the country, but not in much of our rural Appalachian school district.

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.

This internal evaluation (mixed model: qualitative and quantitative) will use an Impact Model for evaluation as part of a doctoral dissertation study conducted by United Local High School Principal, William Young. The study will be conducted with guidance and consultation from Dr. Jane Beese of Youngstown State University, Mr. Young's Dissertation Chair. William Young, Principal, United Local High School, 8143 State Route 9, Hanoverton, OH 44423 T: (330) 223-7102 william.young@united.k12.oh.us Dr. Jane A. Beese, Beeghly College of Education, Youngstown State University, One University Plaza, Youngstown, Ohio 44555-0001 T: 330-941-1437 jbeese@ysu.edu The vast experience of Dr. Beese in the field of program evaluation will prove invaluable to the evaluation process of Corn Silos and Windmills - Connected: ALL Aboard!. The planning, implementation, and evaluation of this program will employ partnerships for equipment/laptops and warranties (C.D.I. Technologies), for internet connectivity on school buses (Verizon Wireless) and in homes (RAA Data Services & Time Warner), for professional development (Western Reserve Public Media and Connect Ohio), for input and feedback (students, parents, and staff). We have created an impact model for evaluation that includes monitoring and reporting of output data including student grades, state test results, yearly attendance rates, discipline referrals, student perceptions, parent perceptions, teacher perceptions, and professional development pre and post teacher assessments. Partnerships, resources, strategies, outputs, short-term outcomes (year 1), intermediate outcomes (years 2 & 3), long-term outcomes (years 4 & 5) and the overall impact (raised student achievement) are defined. Each of the partners is responsible for their particular pieces of the project. Strategies are connected to resources, and goals flow from strategies. We would love to share our Impact Model with anyone!

* 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).

Benchmarks to be evaluated: (Note: Each year the district will be adding an additional class level of 1:1 laptops and electronic textbooks - already planned before the grant which will cause a gradual impact on benchmarks over the 5 year period.) Year 1 - 100% connectivity achieved for buses and homes by end of year 1, second round of laptops distributed to freshmen, 3% reduction in discipline referrals, professional development produced 6 certified trained-trainers districtwide for technology integration, pre-post teacher assessment of technology integration will show an average increase in knowledge and skills of 20% Year 2 - 100% connectivity by beginning of year 2 (dropping connections for those who have graduated or moved away, adding connections for new students), additional 2% reduction in discipline referrals, 2% improvement in daily attendance rate, 3% reduction in failure rate in targeted classes (math, science, English, social studies), teachers trained as trainers in year 1 will continue to train other staff yielding an additional 5% increase in knowledge and skills Year 3 - 100% connectivity by beginning of year 3, additional 2% reduction in discipline referrals, 2% improvement in daily attendance rate, 3%

reduction in failure rate in targeted classes, achievement test scores (PARCC assessments and end of course exams) will improve 5%, teachers trained as trainers in year 1 will continue to train other staff yielding an additional 5% increase in knowledge and skills Year 4 - 100% connectivity by beginning of year 4, additional 2% reduction in discipline referrals, 2% improvement in daily attendance rate, 3% reduction in failure rate in targeted, achievement test will improve 5%, teachers trained as trainers in year 1 will continue to train other staff yielding an additional 5% increase in knowledge and skills Year 5 and beyond - Continued connectivity and continued improvements in achievement, discipline, and attendance.

* 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.

Based on research and past successes, we anticipate that improved achievement will exceed the incremental goals we have set. In reality, however, this might not be the case. It is for this reason that we have built in ongoing evaluation and feedback components that will allow us to modify our strategies as we move forward from implementation. Evaluation feedback will include weekly installation reports from home internet providers during the implementation year, ongoing monthly installation reports after the initial year (changed connectivity for graduates, move-in, and move-outs), surveys of parents and students at the end of each semester, feedback from staff at monthly meetings, class grade reports with each 9-week grading period, and annual data from state assessments.

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.

"Corn Silos and Windmills - Connected: ALL Aboard!" will fundamentally change our approach, delivery, and outcomes for education at United Local Schools over the five year period of the grant, and will continue to move forward. Students will have access to a world of information, resources and tools through internet based learning. As a result, they will be more engaged, efficient, collaborative problem solvers, with the 21st century skills needed to be successful in their world. Students will be better prepared to succeed in college and their careers with the increased facility provided by this connectivity. They will be able to complete applications online for jobs and colleges. Many will return to our community and become parents of the next generation, and our community as a whole will be better for having achieved this project. Teachers will be helping students navigate, evaluate, and use the vast resources available to them (the "guide on the side"). Regular assessments will be formative, taken along the way and tabulated electronically, to ensure participation and fairness, and be immediately used to modify teaching content to maximize coverage of material. They will be able to communicate more regularly, and easily with parents using the internet, knowing the parents will be able to receive these communications in their homes. United Local Schools could become a model that can be used to provide high-speed internet connectivity in more remote rural areas. If replicated on a grander scale, Ohio could be the first state to solve this problem for schools in more isolated settings.

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

Student grades and state assessment scores will improve in the content areas of reading, math, science, and social studies in grades K-12. This will be measured annually by longitudinally comparing results from class grades and standardized tests. Benchmarks to be evaluated: (Note: Each year the district will be adding an additional class level of 1:1 laptops and electronic textbooks - already planned before the grant which will cause a gradual impact on benchmarks over the 5 year period.) Year 1 - The first year will yield little tangible data supporting improved student achievement because this will be the implementation phase which will take place over the course of the year. Year 2 - Anticipated 3% reduction in failure rate in targeted classes (math, science, English, social studies) for grades 9, 10, and 11. Year 3 - An additional 3% reduction in failure rate in targeted classes (math, science, English, social studies); and achievement test scores (PARCC assessments and end of course exams) will improve 5%. Year 4 - An additional 3% reduction in failure rate in targeted classes (math, science, English, social studies), achievement test scores (PARCC assessments and end of course exams) will improve 5% and ACT composite scores will improve 2%. Year 5 - An additional 3% reduction in failure rate in targeted classes (math, science, English, social studies), achievement test scores (PARCC assessments and end of course exams) will improve 5%, and ACT composite scores will improve an additional 2%.

* Spending Reduction in the five-year fiscal forecast

Savings is the money the district would have spent had they not received this grant. Increased savings will be realized incrementally as the program becomes more integrated into the community. This does not consider the potential savings for intervention programs currently needed for disengaged students. Year 1 - Implementation will take place over the course of the year. All Straight A grant funds will be expended in during this first year. Year 2 - Spending reduction of \$98,309.50. This savings is from a pre-grant budget of \$100,000 laptop and electronic textbook allocation now defrayed by grant funds (2015-2016). Additional estimated 20% (\$4,200) savings in paper, copies, printing, postage and handbooks, less a \$5,890.50 expenditure to Verizon Wireless for 9 months of bus connectivity. Year 3 - Spending reduction of \$4,509.50. This savings is from an estimated 50% total (\$10,400) savings in paper, copies, printing, postage and books, less the \$5,890.50 ongoing expenditure to Verizon Wireless for 9 months of bus connectivity. Year 4 - Spending reduction of \$6,589.50. This savings is from an estimated 60% total (\$12,480) savings in paper, copies, printing, postage and books, less the \$5,890.50 expenditure to Verizon Wireless for 9 months of bus connectivity. Year 5 - Spending reduction of \$10,749.50. This savings is from an estimated 80% total (\$16,640) savings in paper, copies, printing, postage and books, less the \$5,890.50 expenditure to Verizon Wireless for 9 months of bus connectivity. Subsequent years will continue to show additional net savings of \$14,909.50. This savings is from an estimated 100% total (\$20,800) savings in paper, copies, printing, postage and books, less the \$5,890.50 expenditure to Verizon Wireless for 9 months of bus connectivity.

* Utilization of a greater share of resources in the classroom

This project not only brings resources into the classroom, but it in fact expands the classroom to the school bus and into the homes. Opportunities for blended learning options will emerge naturally with internet resources available for all students. Year 1 - We will achieve 100% connectivity achieved for buses and homes by end of this first year. The second round of laptops distributed to all freshmen will occur at the start of the school year. Less easily measured, but critical to the success bringing resources to life in the classroom is the professional development component for teachers. Professional development produce 6 certified trained-trainers districtwide for technology integration and pre-post teacher assessment of technology integration will show an average increase in knowledge and skills of 20%. Year 2 and beyond - maintain 100% connectivity, laptops distributed to all freshmen, teachers trained as trainers in year 1 will continue to train other staff yielding an additional 5% increase in knowledge and skills based on our technology integration assessment, as a culture of technology integration takes root. By year 4 refurbished laptops collected from graduated seniors will be given to 8th graders, extending our 1:1 laptop program to five grade levels. We have built a sustainable foundation for continued growth in student achievement, an efficient use of electronic resources to reduce expenditures, and a classroom environment infused with the rapidly changing technologies of the 21st Century. It has been exciting to see how the initiation of our pilot group has unfolded this year. With the help of the Straight A Grant, United Local Schools will build a template for success that paves the way for others to replicate.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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.

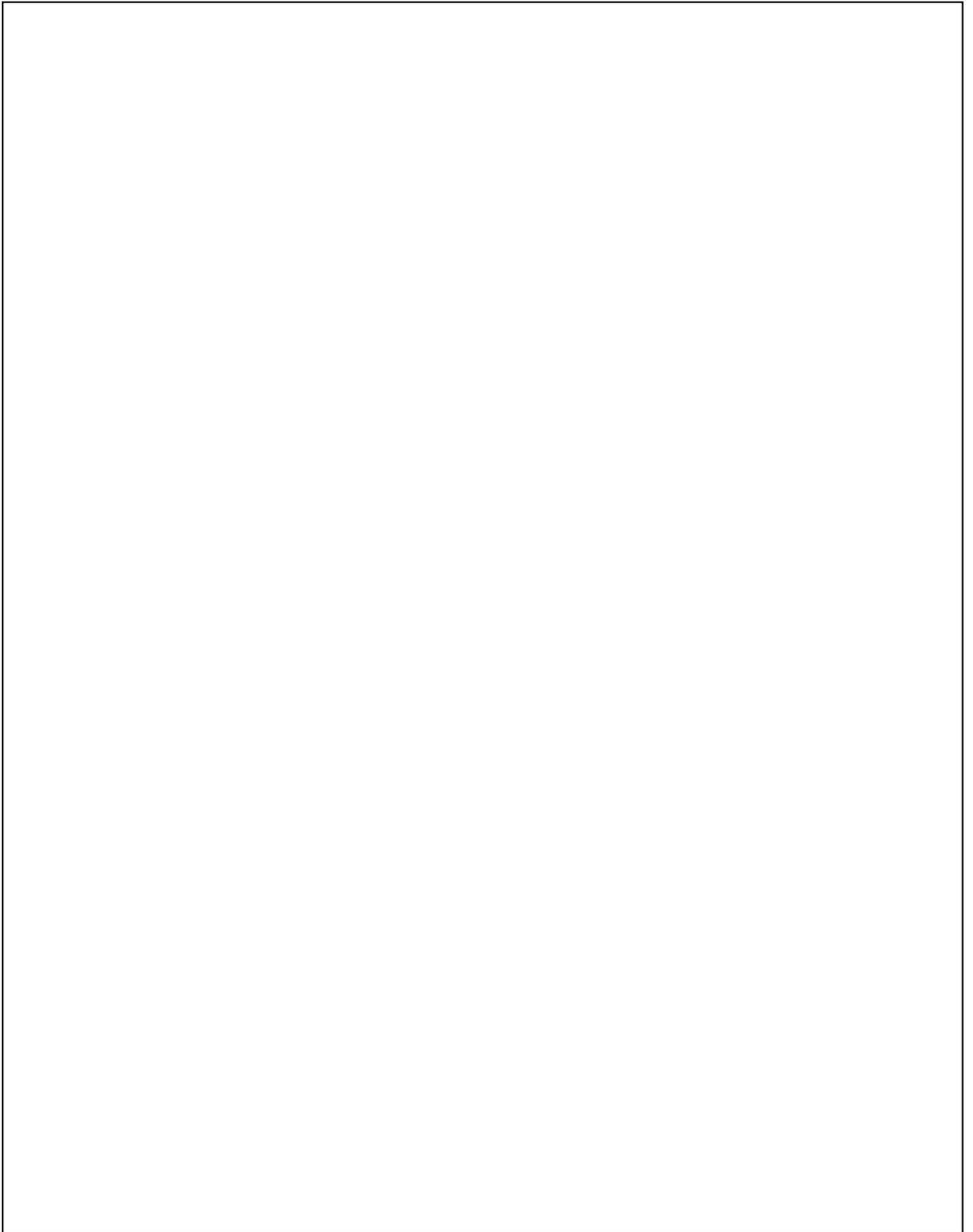
* Explain your response

It is replicable because each of the pieces of this project have worked successfully in other districts: Krista Fitch, District Technology Coordinator, has talked with John V. Nunes, Assistant Director Transportation, 13299 E. Colossal Cave Rd. Vail, AZ 85641, phone 520-879-2454. His was the first district she knew of who had provided bus Wi-Fi for their students, and internet connectivity for students who lived on the Indian reservation in their district. Then she talked with Greg Liedl of Bemidji, MN (griedl@bemidji.k12.mn.us) who shared the PowerPoint presentation that explained the program they had started providing Wi-Fi for their buses. At the Ohio State Technology Conference in January 2013 she heard Dr. Casey Wardynski, Huntsville City Schools, AL, (Casey.Wardynski@hsv-k12.org) tell about transforming his district by providing internet on their school buses and in housing projects that were underserved. All three districts boasted sizable increases in student attendance and increased engagement with schoolwork along with decreases in student suspensions and misbehavior. Dr. Wardynski's district's achievement scores increased dramatically in all academic areas. No other schools in Ohio are attempting to do this, yet. We believe United Local could be the example, blazing a trail for others. There are schools in other states that have done similar projects. The people who have pioneered in these districts are very willing to share their experiences with anyone who would like to do it, too. Connect Ohio has been actively working throughout our state to get the internet to people in remote locations. Their maps and findings have been extremely helpful to us. The federal government has begun a new incentive called Everyone On - Connect2Compete that is focusing on getting internet to underserved and unserved groups of people, beginning with those in large cities. Our project will be a model that can be used to provide high-speed internet connectivity in more remote rural areas. If replicated on a grander scale, Ohio could be the first state to solve this problem for schools in more isolated settings. Several procedural items have proven successful in the early stages of our project and are recommended for replication: A team of stakeholders needs to be "All Aboard" with a leader who has a vision for the project. The Board of Education and Administrative leadership must be educated and informed in the earliest stages of planning to enlist commitment and support. The planning process needs to begin at least a year in advance so that all involved, partners, staff, parents, students, and the school community will be adequately prepared and supportive of the project. Identify and secure the partners/providers of the connectivity. Establish a realistic roll-out timeline and communicate that to everyone involved. For instance with our laptop distribution, we began with what was an effective pilot group which was our freshman class. In year two, those freshmen will be sophomores and we will have two grade levels. In 4 years we will have saturation with all high school students. This pilot group led us to discover our glaring need in our community for connectivity beyond the school walls. It also allowed us to identify and overcome barriers on a smaller scale before the pilot group expanded. Communicate and gather feedback with stakeholders through every step of the process. United Local Schools is willing to share any and all information including partnership contacts, rollout timeline, impact model for evaluation, connectivity survey used, research findings, and lessons learned. We have much more research we have not been able to include specifically in this grant, but it is available in our file for anyone who may be interested.

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).

We agree to the Straight A grant program assurances. Steve Viscounte, Superintendent Kathy Davies, Treasurer



Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

United Local (046458) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Scott	Dunn	(330) 271-9693	rscottdunn@gmail.com	RAA Data Services		9168 Stubenville-Pike Road, , Lisbon, OH, 44432	
Kelley	Dario	330 696 3091	kelley.dario@twcable.com	Time Warner Cable Business Class		530 S Main St, , Akron, OH, 44311	
Bruce	Baumgardner	330-612-5597	bruce.baumgardner@vzw.com	Verizon Wireless Services, LLC (d/b/a Verizon Wireless)		2000 Highland Rd, , Twinsburg, OH, 44087	
Ashley	Guritz	866-288-8479	ashlgur@cdwg.com	CDWG		120 S. Riverside Plaza, , Chicago, IL, 60202	
Joel	Miles	888-226-5727	jmiles@cdicomputers.com	CDI		130 South Town Centre Blvd, , Markham, Ontario, L6G 1B8, Canada	
Carrie	Austin	888-977-7900 x6051	carrie.austin@pearson.com	Pearson Publishing		Chandler Innovation Center, 3075 W. Ray Road, Suite 200, Chandler, AZ, 85226	
Veronica	Scott	330.220.3400	Veronica.Scott@hnhco.com	Houghton Mifflin Harcourt Publishing		222 Berkeley Street, , Boston, MA, 02116	
Dr. Jane	Beese	330-941-1437	jbeese@ysu.edu	Youngstown State University	063156	One University Plaza, Youngstown, OH, 44555-0001	
Jeff	Good	330-677-4549	jgood@westernreservepublicmedia.org	Western Reserve Public Media		P.O. Box 5191, 1750 Campus Center Drive, Kent , OH, 44240-5191	

Implementation Team

United Local (046458) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Bruce	Baumgardner	Account Executive - Verizon Wireless	Provide wireless internet connectivity for all of our 17 school buses.	Verizon Wireless is an innovative wireless communications company and has the most thorough wireless coverage in our school district. They provide wireless connectivity for school buses in other states.	Verizon Wireless is providing wireless coverage for school buses in Bimiji, MN, Vail, AZ, and other locations across the country.	
Scott	Dunn	RAA Data Services, President & CEO	RAA Data will immediately build out internet service to homes that currently have no access at all. Then, ongoing connection to the internet of qualified households, adjusted as students enter the district, graduate, or move away. RAA Data will report progress and connections made regularly to the district "director of connectivity."	RAA Services currently services more than 650 homes and businesses in Eastern Ohio and is in the process of completing expansion of high-speed Internet access to many locations unserved or underserved by high-speed Internet access. RAA Services works with Connect Ohio and is a "last mile" provider, servicing rural areas that are hard to reach (which is our situation at United Local). They already service some of our students' homes. Innovation is a huge component of this program. A great innovator with whom we plan to be innovative as a school is the intriguing, ambitious Scott Dunn of RAA Data. He is under moral compunction to fix the present inequality of spotty internet connection, especially for students. He has blazed a trail in our school district by doing things that Time Warner doesn't touch. Using existing towers (farmers' silos) he blasts the internet signal into heretofore deprived areas.	RAA Data has been working with Connect Ohio over the past several years to provide internet connectivity for the remote locations of Columbiana County. They currently service over 700 customers, many of whom could not be reached by any of the big carriers, because of their remote locations. Just last year they connected 272 new customers.	
Kelley	Dario	Account Executive Time Warner Cable Business	Time Warner will immediately build out internet service to homes that currently have no access within their coverage area. Then, ongoing connection to the internet of qualified households, adjusted as students enter the district, graduate, or move away. They will report progress and connections made regularly to the district "director of connectivity."	Time Warner Cable already provides internet service over 100 homes in our school district. They can service a total of 295 of our students' homes. We know this because they took a list of our addresses and compared that to their service area,	Time Warner Cable has invested billions to build a network that sets the standard for telecommunications in America.	
Ashley	Guritz	Sales Executive	CDWG will sell us 17 CradlePoint COR	CDW is a leading provider of integrated information technology	United Local has had a satisfactory purchasing	

			IBR600 wireless routers for our school buses to enable them to carry internet for their passengers.	solutions in the U.S. and Canada.	relationship with CDWG for over 10 years.	
Carrie	Austin	Pearson Publishing Account Representative	Pearson Publishing will provide electronic textbooks and resources for students and teachers.	Pearson is one of the biggest 4 national textbook publishers, with curriculum aligned to the new Common Core Standards.	We have worked with Pearson to purchase curriculum and textbooks for well over 30 years. More recently we have purchased electronic textbooks from them.	
Veronica	Scott	Sales Consultant - Houghton Mifflin Harcourt Publishing	Houghton Mifflin Harcourt Publishing will provide electronic textbooks and resources for students and teachers.	Houghton Mifflin Harcourt Publishing is one of the biggest 4 national textbook publishers, with curriculum aligned to the new Common Core Standards.	We have worked with Houghton Mifflin Harcourt Publishing to purchase curriculum and textbooks for well over 25 years. More recently we have purchased electronic textbooks from them.	
Joel	Miles	CDI Account Executive	CDI will sell us 200 laptop computers with 5-year warranties.	CDI is one of only a few hundred companies worldwide to receive both ISO 9001 & ISO 14001 Certifications.	United Local has had a satisfactory purchasing relationship with CDI over 10 years. We purchased hundreds of CDI computers and have been satisfied with their service.	
Dr. Jane	Beese	YSU Professor of Educational Foundations, Research, Technology, and Administration	Consultant for the project evaluation.	Dr. Jane Beese is a professor of Educational Foundations, Research, Technology, and Administration at Youngstown State University and Dissertation Chair for the project evaluation study.	Dr. Beese brings years of program evaluation experience including work completed on state projects involving Connect Ohio, whose vision is to bring internet connectivity to remote locations across our state.	
Jeff	Good	Administrative Director for Professional Development at Western Reserve Public Media	Jeff Good will coordinate professional development for United Local staff, providing training for integration of technology including our specific electronic textbooks, internet resources, and Google Apps for Educators.	Western Reserve Public Media is one of Ohio's premiere ed-tech agencies providing professional development for educators.	United Local Schools has partnered with Western Reserve Public Media over the past 4 years to provide technology training for select staff. 17 staff members participated in "Camp Google" in 2012, and individual staff members have attended a variety of trainings including web page development, document cameras, cloud computing, Smartboard, and other technology integration.	