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Adjusted Allocation: 0.00

Remaining: -667,200.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Expanding the Digital Frontier

2. Project Summary: Please limit your responses to no more than three sentences.
   The project's primary objective is to expand our current One to One initiative (currently in grades 5-8) using Chromebooks, to grades 3, 4, and 9-12.
   This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.
   This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

We feel through outreach and advocacy that it is important to reach as many students as possible, even outside of our own school district. It is our goal to be a learning center or hub for other districts that want to learn about a successful 1:1 initiative. It is our goal to advertise and advocate for districts to visit our classrooms and learning centers for high quality professional development opportunities. Ideally, visitors will be able to leave our buildings with innovative ideas for engaging students in the classroom, strategies to stretch/re prioritize their existing budgets, and tools to implement a successful 1:1 initiative in every classroom.

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

First and last name of contact for lead applicant
Todd Stuart

Organizational name of lead applicant
Nordonia Hills City Schools

Address of lead applicant
9370 Olde Eight Road

Phone Number of lead applicant
330.467.0580

Email Address of lead applicant
todd.stuart@nordoniaschools.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Students live in a digital world, altered by ever-changing technology. Whether they are described as "Digital Natives" or "21st Century Learners," educators are well aware that students today are very different from past years. This generation of 21st Century Learners can absorb a great deal of information at super-charged speed whether it is transmitted via a cell phone, television, the Internet or MP3 player. Digital students are masters of varying types of technology. These students are always connected with their peers and the world through technology. The current problem that we want to solve is the need to provide an environment that facilitates this type of learning to take place. Currently, we have students in grades 5-8 utilizing Chromebooks in a 1:1 environment, and we have seen incredible learning opportunities and innovative classrooms created due to the new devices. With current budgets and failing levies, we are concerned that our other students may not be able to receive the same opportunities to explore learning in a 21st century environment that prepares them to be career and college ready when they leave high school. The major components of the project are: 1). to expand our current 1:1 initiative to grade 3,4, and 9-12; 2). to create an in house training center; 3). to expand our professional development for the 1:1 initiative; and 4). to extend the opportunity for learning to a 24/7 environment.
It is our vision to incorporate 21st Century Skills into our classrooms. A classroom environment that encourages collaboration and online learning will better engage our students, preparing them for the adult world. Utilizing Chromebooks (providing a device to each student in grades 3, 4, and 9-12), the district is proposing the following programmatic extensions of the current 1:1 program to solve the problem/improve current state in our district: 1. Create a “zero period” that will allow all students to experience a 24/7 learning environment through online classes and collaboration. A “zero period” can be accessed before, after, or even during school (study hall), on the weekends, and even during the summer months. Expanding the Digital Frontier will provide opportunities for more enrichment, intervention, online module technology classes and performance based learning than ever before. This project will work with a platform, allowing students to select online courses for enrichment and intervention opportunities. Moreover, as part of the project, we will extend the school year for students through online options. We will work through the logistics of increasing the rigor of graduation requirements as we add blended learning requirements later in the project. 2. The next large component of this project is to implement a two-tiered professional development initiative to prepare our teachers for the expansion of the digital frontier. The two components include utilizing our current district media specialist to provide high quality professional development to teachers, and our Digital Academy program. Professional development will be sustained past the grant period by using scheduled in-service days throughout the school year. Due to changes in legislation, the district has taken an out of the box approach to developing future calendars. Essentially, each month there will be an in-service day that can be used to continue professional development for our initiative. Our Digital Academy will continue to take place after school hours. We have a seen a significant spike in interest and attendance in the academy since our initial implementation of a 1:1 program in grades 5-8. We anticipate a continual increase in numbers as we look to expand our 1:1 program. 3. Finally, the district will build an in house training center. The training center will incorporate two rooms side by side each other with a block wall. One classroom will be a regular functioning classroom with a lead teacher that has created a superior 1:1 experience for her students on a daily basis. The other classroom will be designated as a training room. In a portion of the block wall that separates the two rooms, the district will construct a large one-way window. In addition, the district will install cameras, video taping capabilities, televisions and speakers in the training room. Wiring will be installed so that visitors and observers in the training room will be able to hear everything that takes place in the regular classroom. The district plans to use the training center well beyond only training our current staff. The vision is to use the in-house training center for other districts, community members, business leaders, partners, and universities interested in implementing/observing a similar project. The one-to-one environment will be more fascinating and engaging to students. When students are engaged, they learn.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

ALL students will: Learn to share documents electronically using Google Drive. Be involved in performance based learning. Have a more in-depth understanding of and ability to apply technology in the classroom and in real world situations. Research, collaborate, and present. Build portfolios of resources such as textbooks, notes, apps, podcasts, movies, and graphics. Gain access to learning 24/7, as well as an extended school year. Meet more rigorous graduation requirements, including blended learning. Meet Third Grade Reading Guarantee requirements. Teachers will find greater teaching opportunities such as: Flipped Classrooms Project based lessons Web, wiki, podcast server-blended learning opportunities

Research has demonstrated that project-based learning and flipped classrooms results in higher levels of student engagement and learning. Moreover, we can assume based on the results we have seen from our current 1:1 initiative in grades 5-8 that students are more engaged in a 1:1 learning environment. Furthermore, we can assume, based on results from our current 1:1 program that students will have more opportunities to research, collaborate, build portfolios and gain more access to learning in a 1:1 classroom. Finally, we assume that a 1:1 learning environment will provide more flexibility for the teachers to provide enrichment and intervention opportunities, which will result in assisting all of our students to meet the Third Grade Reading Guarantee requirements.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

The one to one Chromebook initiative has made a tremendous difference in the way our teachers teach in Nordonia. It allows them to present lessons that are more engaging and interactive. It allows our students to learn at their own pace from anywhere. We have seen an increase in collaboration and communication between students and teachers and this happens on a daily basis. There are many students that would rarely, if ever, raise their hands to participate in class and who are now communicating through shared documents and interactive apps we use in the district such as Nearpod/Peardeck. Students even use their Chromebooks after the school day is over to create non-assigned projects like slide presentations and short stories. They then share them with peers and teachers for real time feedback. When using review-type resources such as Kahoot or Quizizz, students are engaged like never before and are requesting teachers allow them time to keep reviewing! Since students have access to technology everyday there has been an increase in creativity, collaboration and critical thinking! The Chromebooks have allowed students not just be a passive learner in the classroom-they are now actively creating authentic projects that push them to not only show what they have learned, but how they can apply it in their own lives. Another way students are seeing an increase in student achievement is through using the resource Google Classroom with the Chromebooks. All teachers in our current one to one program are using Google Classroom as a way for students to electronically submit assignments. Professional development was implemented and continued beginning last school year to help teachers set this up and utilize with students in their content areas. In math for example, teachers convert SMART board file math lessons into PDFs to be linked to Classroom, to be viewed and shared by the students. So, in essence, when students are in class, what they see on the SMART Board is the one environment supported by the literature.

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

Research has demonstrated that project-based learning and flipped classrooms results in higher levels of student engagement and learning. Moreover, we can assume based on the results we have seen from our current 1:1 initiative in grades 5-8 that students are more engaged in a 1:1 learning environment. Furthermore, we can assume, based on results from our current 1:1 program that students will have more opportunities to research, collaborate, build portfolios and gain more access to learning in a 1:1 classroom. Finally, we assume that a 1:1 learning environment will provide more flexibility for the teachers to provide enrichment and intervention opportunities, which will result in assisting all of our students to meet the Third Grade Reading Guarantee requirements.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Examples: students using online resources such as Zaption, which allows them to upload a video reinforcing a new concept or idea, and embedded within

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

The one to one Chromebook initiative has made a tremendous difference in the way our teachers teach in Nordonia. It allows them to present lessons that are more engaging and interactive. It allows our students to learn at their own pace from anywhere. We have seen an increase in collaboration and communication between students and teachers and this happens on a daily basis. There are many students that would rarely, if ever, raise their hands to participate in class and who are now communicating through shared documents and interactive apps we use in the district such as Nearpod/Peardeck. Students even use their Chromebooks after the school day is over to create non-assigned projects like slide presentations and short stories. They then share them with peers and teachers for real time feedback. When using review-type resources such as Kahoot or Quizizz, students are engaged like never before and are requesting teachers allow them time to keep reviewing! Since students have access to technology everyday there has been an increase in creativity, collaboration and critical thinking! The Chromebooks have allowed students not just be a passive learner in the classroom-they are now actively creating authentic projects that push them to not only show what they have learned, but how they can apply it in their own lives. Another way students are seeing an increase in student achievement is through using the resource Google Classroom with the Chromebooks. All teachers in our current one to one program are using Google Classroom as a way for students to electronically submit assignments. Professional development was implemented and continued beginning last school year to help teachers set this up and utilize with students in their content areas. In math for example, teachers convert SMART board file math lessons into PDFs to be linked to Classroom, to be viewed and shared by the students. So, in essence, when students are in class, what they see on the SMART Board is the one environment supported by the literature.
iv. List the specific indicators that you will use to measure progress toward your desired outcome. **These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).**

Teachers will each implement consistently collaborative instructional skills; Teachers will each implement consistently flipped classrooms, project based lessons, and blended learning lessons through the Chromebooks; Teachers will each consistently use resources through the Chromebooks to provide enrichment and intervention opportunities through flexible learning; Teachers will each consistently apply technology in the classroom and in real world situations; Teachers will each participate in high quality professional development throughout the school relating to our 1:1 initiatives.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

Reduce the number of "not on track" elementary reading students by 80% Require high school students (beginning with freshmen during the 2017-2018 school year) earn at a minimum three blended learning credits by the time they graduate. Increase student enrollment by 200 students Achieve "A"s and "B"s in all categories on the state report card Increase student engagement overall in the district so that 97% are fully engaged daily in classrooms Increase student attendance overall in the district so that we have a 98% attendance rate Increase our district's mean SAT score to at least 1120 (currently 1042) Increase our district's mean ACT score to at least 24 (currently 22) Increase our district's percentage of students taking an AP Test with a score of 3 or higher to 75% (currently 61%)

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Our district follows the philosophy of allowing data to drive our decisions. We have done this throughout several processes including the Ohio Improvement Process, Race to the Top, and our most recent strategic planning process. We understand that we might have to alter the course of our project based on data points that we will use to measure student achievement and growth. Our district holds discussions monthly around data that we receive from our formative and summative assessments. We direct our resources and our instruction accordingly to the data. Should the data prove our assumptions false, we have a structure in place to alter the course of our project.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes. **Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.**

ii. What assumptions must be true for this outcome to be realized? **Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.**

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome. **These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).**

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes. **Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.**
ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

- Implementing a shared services delivery model
- List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measurable changes, not the accomplishment of tasks. Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison. Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

10. Which of the following best describes the proposed project? - (Select one)
- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget
19. Please explain the source of these reallocated funds.

100 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table Note: the responses to questions 16 and 18 must total 100%

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

We did not select that the program will reduce spending in the five year forecast. The goal for this program is to increase student achievement. We can sustain the project after the initial one year costs through existing funds.

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

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13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

Professional Development Package: $50,000.00 Professional Development package will include the following: Hourly costs and stipends we pay our current district media to provide professional development to our staff (costs for one year, one time cost) Salary and fringe benefits for a media aide to support the high school library while the district media specialist is not in the library (costs for one year, one time cost) Speakers/trainer (costs for one year, one time cost) Digital Academy Trainers (for one year, one time cost): $6,000.00: Two employees will be paid a stipend to train teachers to develop online content for their colleagues. This content will be used to help sustain the program and will instruct staff how to develop online content specific for their students. Imagining Services for new Chromebooks (one time cost): $5,000.00-This is the initial setup and configuration of the Chromebook devices. Having the Chromebooks set up before we receive them will allow our technology staff time to implement the rest of the program. Construction costs (including labor and materials, costs for one year, one time cost)) for in-house training center: $104,000.00 Cost for devices: ($279.00 per student, 1800 total-includes replacements) $502,200.00 (costs for one year, one time cost)

12. What is the amount of this grant request?

667,200.00

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

0
D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range 3/1/16-7/1/16

b. Scope of activities - include all specific completion benchmarks.

Activities/Events: Celebration at school board meeting Purchase of Chromebooks Create a roll out plan for student devices Establish parent information nights Finalize plans for professional development Evaluation: Implement the following from the Digital Frontier Evaluation Plan: The entire Program Evaluation Plan includes the following: The Program Evaluation Procedures o Organization and Design (Steps 1-5) o Information Collection & Analysis (Steps 6 and 7) o Conclusion (Steps 8-10) -Organization of District Programs -Planning Schedule -Program Evaluation Report Template -Goal Tracking Report Below is a very brief list of the approaches that the district will use during the Planning Stages (Steps 1-3) Step 1 Develop a steering committee to guide the evaluation. Organize a steering committee to establish specifications of the program evaluation. The job of the steering committee includes: Step 2 Select the focus for the program evaluation. After the committee selects the purpose of the evaluation, focus and narrow the scope of the evaluation. The focus should include how the program increases student achievement. Step 3 Select the information sources that will be needed for the program evaluation. If and when possible, triangulate your information, i.e., collect information/data on the same questions or issues from different sources to corroborate the evidence gathered. Select the best quantitative and qualitative information sources that will inform your evaluation and the decision making process. Communications: Implement the following from the Digital Frontier Communication Plan during the planning stage: - Overview of entire plan to our - Bring together our Communication Channels (i.e. Key Communicator groups) to review scope and sequence of project - Use our identified print and electronic Communication Channels to share scope and sequence of the project.

22. Implementation (grant funded start-up activities)

a. Date Range 7/2/16-6/30/17

b. Scope of activities - include all specific completion benchmarks.

Activities/Events: Check in and inventory equipment Distribute devices to students Provide professional development to staff Develop and obtain approval for high school students required to obtain three credits of blended learning instruction for graduation (implementation for freshman in 2017/2018 school year) Follow communication plan and advertise program for other districts to visit and learn about our program Evaluation: Implement the following from the Digital Frontier Evaluation Plan: Below is a very brief list of the approaches that the district will use during the Planning Stages (Steps 4-7) Step 4 Establish a Management plan or detailed schedule for the evaluation. The steering committee should list the 10 steps of the evaluation and place a target completion date next to each step. Step 5 Develop or select the instruments or forms for collecting quantitative and qualitative information. Information Collection and Analysis - Steps 6 and 7 Collect the information. Step 7 Analyze the information, summarize the results and make recommendations. Communications: Implement the following from the Digital Frontier Communication Plan 1. Communication Goal: To facilitate, promote and enhance our community, parents' and students' involvement in Expanding the Digital Frontier project. II. Communications Goal: Utilize a variety of media to maximize awareness and support goals and benchmarks of Expanding the Digital Frontier Project. III. Establish effective employee communication plans to improve internal communication and employee engagement. IV. Communications Goal: Establish strong, positive connections between individual schools and their communities. V. Communications Goal: Create key messages and talking points about the Nordonia Hills City School District to establish one clear voice throughout all communication channels. VI. Communications Goal: Establish a clear brand identity for the District's project and build on that image.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range 7/1/17-7/1/23
E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

We expect to see complete transformation of the education process and practices in Nordonia Schools as a result of this project. In previous discussions with other one-to-one computing school districts, there will also be unintended transformations with the implementation of an innovative project like Expanding the Digital Frontier. Students will: 1. Learn to share documents electronically using Google Drive. 2. Be involved in performance based learning. 3. Have a more in-depth understanding of and ability to apply technology in the classroom and in real world situations. 4. Research, collaborate, and present. 5. Build portfolios of resources such as textbooks, notes, apps, podcasts, movies, and graphics. 6. Gain access to learning 24/7, as well as an extended school year. 7. Meet more rigorous graduation requirements, including blended learning. 8. Meet Third Grade Reading Guarantee requirements. Teachers will find greater teaching opportunities such as: 1. Flipped Classrooms 2. Project based lessons 3. Web, wiki, podcast server-blended learning opportunities

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Todd Stuart todd.stuart@nordoniaschools.org 330.467.0580 9370 Olde Eight Road Northfield Ohio 44067

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Our evaluation plan address the plan for evaluation including data collection, underlying research rationale and measurement timelines and methods of analysis. Step 2 Select the focus for the program evaluation. After the committee selects the purpose of the evaluation, focus and narrow the scope of the evaluation. The focus should include how the program increases student achievement. Step 3 Select the information sources that will be needed for the program evaluation. If and when possible, triangulate your information, i.e., collect information/data on the same questions or issues from different sources to corroborate the evidence gathered. You should also strive to collect multiple types of information from multiple sources, i.e., qualitative and quantitative data. Determine the types of data needed to achieve the purposes of the evaluation. Select the best quantitative and qualitative information sources that will inform your evaluation and the decision making process. Quantitative data is numerical. This data should include, but not be limited to, the following pre project and post project data: o GPA o State Assessments/ Value Added Scores o STAR Reading and STAR Math o Student Attendance o Student Discipline o Student, Teacher, Parent Survey o Budgets o ACT/SAT Mean Scores o Percentage of students taking an AP Test with a score of 3 or higher o Student enrollment o Awards Received o Budgetary and Other Financial Data o Attrition o Graduate Follow-up Data, including 1 and 5 Year Graduate Survey Data o Graduation Rates o Rates of Completion of Homework o Rates of Volunteerrism o Staff Development and training workshops and attendance rates o Structured observation? o Survey results - numerical ratings and rankings Qualitative data is descriptive and is typically in narrative form. This data should include, but not be limited to: Case study information - to show variety and impact Documents, records and materials, lesson plans Focus group interviews Observations Parent compliments/complaints Student portfolios Survey results - commentary sections Visiting team reports Step 4 Establish a Management plan or detailed schedule for the evaluation. Step 5 Develop or select the instruments or forms for collecting quantitative and qualitative information. Develop a data collection plan of action to obtain or develop the necessary data collection instruments. Information Collection and Analysis - Steps 6 and 7 Step 6 Collect the information. Once the information-gathering methods and instruments have been developed or selected, collect the data. For example, questionnaires should be distributed or interviews
27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

The project will be replicated based on the funding available. It will be important to develop measurable benchmarks for each action step in the proposed timeline. It will be important to keep good documentation of the process that we follow. We are interested to share and collaborate with other districts our successes and barriers that we will overcome. As part of our outreach and advocacy, we will invite districts to visit and we will establish a presentation including all of the integral parts of our project (budgets, research, plans, policy, procedures, etc.) to the districts we are hosting. We will be creating a "training center" in our high school that will include two rooms. One room will be a classroom. The room next door, separated by a block wall and one way viewing glass, will be an observation/training room. This room will be utilized by outside school districts, parents, community/business leaders, and our own staff to learn how to implement a one to one classroom. This train the trainer approach can have an enormous impact on students outside of our school district. We feel through outreach and advocacy that it is important to reach as many students as possible, even outside of our own school district. Having this type of facility set up can provide that opportunity for sharing and learning. As part of our communication plan, we will use various social media tools to communicate the progress of our project, such as Twitter. Finally, the district will participate in statewide conferences (such as E-Tech, RItT, OSBA, etc.) and share the details of our project. Expanding the Digital Frontier project will achieve a lasting impact and substantial value on the following: Increase student transform education as students will be more engaged, achieve higher on national, state and local assessment, collaborate more with staff and students from across the world, increase technology skills, and overall prepare students to be college and career ready. Provide an extended school day/school year with the zero period which allows students to take classes that would never be available, in addition to enrichment and intervention opportunities. Provide to our community and students a truly cutting edge education that markets the school district and the community as a desirable place to live and has a positive ripple effect in the economy of the area. Provide an environment that will allow every student equal access to technology and breaks down socioeconomic barriers. Increase the rigor of graduation requirements, including the possible establishment of blended learning credit and meet Third Grade Reading Guarantee requirements. Provide a location and a program that will be sought after by school districts from around the country. We feel through outreach and advocacy that it is important to reach as many students as possible, even outside of our own school district.

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).

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Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
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<th>Responsibilities</th>
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<tr>
<td>Todd</td>
<td>Stuart</td>
<td>Director of Curriculum, Instruction and Professional Development</td>
<td>Overseeing entire project and expansion of our current 1:1 initiative.</td>
<td>Master's Degree in Middle School Administration Bachelor of Science in Middle School Education 15 years of administrative experience, three years of teaching experience Participated in Chromebook workshops for the implementation of One to One initiatives Implemented our existing One to One pilot project last year and also implemented a pilot One to One project in another district Participated in numerous One to One initiative workshops and district programming</td>
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<tr>
<td>Kyle</td>
<td>Livengood</td>
<td>Managing Director of Technology</td>
<td>Overseeing entire project and expansion of our current 1:1 initiative.</td>
<td>Bachelors in Information Systems Management and E-Business Technologies? Seven years of work experience in educational technology Managed replacement of 500 student devices during the summer of 2009 Managed replacement of 250 staff devices during the summer of 2013 Managed implementation of 1200 student devices during the 2015-2016 school year Participated in Chromebook workshops for the implementation of One to One initiatives Implemented our existing One to One pilot project last year</td>
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