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<th>Object Code</th>
<th>Salaries 100</th>
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<th>Capital Outlay 600</th>
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Adjusted Allocation | 0.00 |

Remaining | -292,672.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
21st Century Learning

2. Project Summary: Please limit your responses to no more than three sentences.
Our innovative initiative will close the digital divide faced by our rural students and allow effective transition to postsecondary success.

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.

<table>
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<tr>
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<td>78 10</td>
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<td>Year 2</td>
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<td>Year 5</td>
<td>4</td>
<td>64 5</td>
<td>66 6</td>
<td>68 7</td>
<td>63 8</td>
</tr>
</tbody>
</table>
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 believe all students will be positively impacted. Especially our economically disadvantaged population, which is 90% in our school district. Using digital curricula and providing students with chromebook technology in school and providing the opportunity to access to internet connectivity at home through school provided internet hotspots that students will have access to, will profoundly improve student achievement, college and career readiness, creativity, critical thinking, and collaboration. Implementing a curriculum tailored to our student and staff needs, focused in the area of current technology will promote forward thinkers and bridge the digital divide. The purchase of chromebooks will allow implementation of a 1:1 model. We currently use chromebooks to provide digital curriculum in math classes 7-12. By implementing a 1:1 model in the Jr/Sr high school this will grant the opportunity to give chromebooks currently in use to grades 5 and 6 in our elementary school.

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

First and last name of contact for lead applicant
Gerald (Tony) DelBoccio

Organizational name of lead applicant
Southern Local Schools

Address of lead applicant
38095 OH 39

Phone Number of lead applicant
330.679.2305 x 410

Email Address of lead applicant
gerald.delboccio@omeresa.net

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

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

Southern Local Jr/Sr is located in Salineville, is an Appalachian rural district. Our enrollment is 419 students, 90% of those students are economically disadvantaged. 40% of our students do not have access to internet at home. Our students face a Digital Divide. The disparity in access to technology have implications for educational inequality and negatively affect their achievement on state assessments required for graduation. Our school has been successful in OGT performance but an absence of technology will hinder this process in the current AIR testing. The study Home Computers & Educational Outcomes show graduation rates improve by 16% when students have access to home computers. Home computers are associated with higher GPAs as well as a lower probability of school suspension. Our students have not enrolled in postsecondary programs at the rate of their peers. Some of the resistance to postsecondary is a lack of technological skills. Graduating students have difficulty with the technology demands at the collegiate level. Due to the level of difficulty, students are unsuccessful in completing their first year. There is a chart detailing the collegiate remediation required in the attachments section titled "Graduation
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)

<table>
<thead>
<tr>
<th>a. Student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. List the desired outcomes.</td>
</tr>
<tr>
<td><strong>Examples:</strong> fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.</td>
</tr>
<tr>
<td>Desired Outcomes: Diminish the digital divide among our rural community by providing Chromebook technology in school, at home, and on weekends. As well as provide internet access to students in need with the ability to sign out hot spots. 100% of our students will have access to a chromebook in school and the opportunity to take this device home. We expect to see growth student organizational skills, confidence in technology, typing skills and collaboration this will be measured by 100% of students sharing documents in classes and the creation of a Digital Portfolio that will show student growth over time at Southern Local. These skills will translate into student achievement by a rise in state assessments. Additionally, we expect to see student motivation and engagement in the classroom: specific instructional best practices that promote student ownership (collaborative student work, independent research, and student creativity) will be increased during instructional time. Increased instructional practices will be measured through student surveys and teacher self reporting and principal rounds. We expect to see growth in Math and LA. The student's progress will be tracked quarterly by using the Star Reading and Star Math programs to track student progress which is a state approved vendor. We will see a 10-15% improvement in progress monitoring screening three times a year for students to be at or above benchmark. The expected outcomes of moving to a digital platform for our curricula includes increasing proficiency rate in all four content areas (i.e. Math, ELA, SS, Science), passage rate of 80% or better on all state tests. Increase in attendance in postsecondary programs by 10% each year of the grant until a percentage of 85% of graduating seniors is reached. Successful completion of student's freshman year and continuation of program by 10% each year. Reduction of college remediation by 15% each year of the grant.</td>
</tr>
</tbody>
</table>

| 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. |
| 21st Century Learning skills must be integrated into daily classroom instruction (i.e. emails, emailing with attachments, online testing skills, etc.). Provide meaningful professional development to staff for integration of Chromebook technology and Digital curriculum. Weekly technology professional development will begin at start of second semester in the 2015-2016 school year to ensure proper implementation. Align Southern Local's curriculum and online courses with the use of Chromebook to put similar offerings in postsecondary opportunities into practice at the high school. Use of technology to continue current instructional best practices in place. Formative assessments, review of data, and adjusting instruction upon that data. This will now be done using Google forms, Kahoots, Socrative, etc. |

| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature. |
| By pursuing this initiative it is our belief that by creating an environment in which each student has access to a home computer and the opportunity to sign out a hotspot to provide internet at home, we can significantly affect student performance in a positive way by improving graduation rates, improving GPAs and diminishing the potential for discipline issues. The study Home Computers & Educational Outcomes proved this to be true. The Current Population Survey says less than half of all children living in families with incomes below $30,000 have access to home computers. In comparison, 85 percent of white, non-Latino children and 94 percent of children in families with incomes greater than $60,000 have access to home computers. Disparities in access to technology may translate into future inequalities in educational outcomes. Using the Straight A Fund, our initiative will dramatically increase student achievement in state standards, prepare students for postsecondary education, and completion of those programs. |

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

The project will provide digital curricula for the four major core areas of Math, Language Arts, Science, and Social Studies and provide a more diverse content for students to take advantage of during their digital periods. These areas include multiple foreign languages, government, financial literacy, ACT prep, and the Virtual Learning Academy classes we currently offer will be available to all students. Working in a rural district, we are limited in regards to the content offered. Hiring another teacher is not a viable option. Therefore, providing more classes in an online platform will not only assist the district, but provide the students with unlimited content to assist in their growth. Each student having their own device, will provide each student with a level of comfort with technology that they do not currently have and mastering the skills necessary to be successful on state tests and future postsecondary endeavors. Furthermore, there is a chart detailing the implementation and the curricula required for the digital transition, the chart is titled "Implementation". Our district administration feels strongly that students need to be prepared for the world that awaits them after graduation. Many colleges and universities require online classes as part of the curriculum. Southern Local intends to use the Chromebooks to put similar offerings into practice at the high school. Finally in a survey of our families we discovered that 40% of our students do not have access to internet at home. So we will provide our students with the ability to sign out Hot Spots in order to complete school work (researching, creating, and collaborating) at home. WE will house these Hot Spots in the Media center. By providing our students with devices, dependable internet access for students to use at home our initiative will dramatically increase student achievement, see a rise in postsecondary enrollment, and successful completion of those programs.
created in our school and there is great excitement in both students and teachers who have access to this process. The issue is that there are a lack of carts and the amount of classes that have access to the carts. Also only 40% of our student body has access to internet. Due to this challenge it is our fear that we will not be able to implement the 21st Century Learning program promptly enough to take advantage of our small scale success and we will lose our momentum and engagement in the learning process.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

| Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than textbook to digital resources for teaching. |

The indicators that will be examined are Student achievement will improve by 10% every year of the grant until proficiency is reached on State tests required for graduation (American History, American Government, Biology, Math, and LA) Improve Star Reading and Star Math in the number of students marked as on track in the benchmarking process. Use chromebooks to deliver the universal screening process in SS and science courses. These screenings will provide electronically.. Teachers will implement a digital curriculum in all four content areas beginning in the fall of 2016 to emulate the postsecondary curriculum students will see in the future. Teachers will utilize chromebooks for remediation and intervention for students during their digital periods. This will assist with the implementation of a digital curricula. All staff will implement test taking strategies into their curriculum daily. Formative assessments will be implemented daily and shared during common planning time and with Teacher Based Teams in order to track student progress and adjust instruction. Southern will implement the usage of electives and higher education classes during students digital periods, beginning in the fall of 2016. We will improve our students and particularly our economically disadvantaged students access to home computers to 100 percent with the purchase of chromebooks and available hotspots. Postsecondary enrollment and retention in those programs.

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

| Baseline data includes testing results from Spring of 2015, in looking at our Ohio Graduation Testing performance our scores are proficient and very competitive within our county. OGT Data- Math 93% Reading-93% SS-85% Science-84% Writing 92% Last year in the first year of online PARCC and AIR testing the administration chose to administer these tests electronically instead of paper and pencil in order to prepare our students for the technology demands. Our students did not perform at nearly the success rate we have had in previous years of OGT and OAA testing. We attribute this to our students' digital divide, their unfamiliarity with current technology and necessary skills to navigate these tests. 7 - 12 Math - 25% - Passed 1 out of 4 tests 7 - 12 ELA - 33% - Passed 1 out of 3 tests 7 - 12 SS - 0% - Failed both SS & Gov't 7 - 12 Science - 50% - Passed 1 out of 2 tests Overall in grades 7 - 12 testing 27% - Passed 3 out of 11 tests. This data is our baseline and we will improve to at least 80% or higher with the assistance of chromebooks and digital curricula by year five of the grant. Our school goal will be to improve by 10-20% each year until proficiency is reached. Utilizing these resources will assist in bridging the digital divide to 21st Century Learning skills. |

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

| If a modification is required, will first meet with our Building Leadership Team to discuss the common dilemmas. Once those are evaluated, we will begin to develop a common plan to implement to assist our students and staff. For example, if students are overwhelmed with the usage of the chromebooks, we will revisit the idea of just utilizing the digital curricula for the four main content areas and limit the usage with electives and other content. Once students understanding becomes more improved, we will slowly begin with the implementation of one additional subject and etc. We believe the solution is to remain in constant discussion with our BLT and continuously discuss the implementation with our students. Having already utilized chromebook technology and digital curriculum in one department the school and administration along with the technology coordinator feel confident that our assumptions are sound and will prove to be successful. In the event that some of our assumptions prove to be false we will make sure that professional development will be available for our teaching staff as we see that as an area where we may need to provide assistance with the speed of changing technology. A train the trainer model is currently being developed to assist in this process. The curriculum committees will continually review and assess current curriculum and potential options for departments. The need to evaluate the number of Educational broadband Hotspots provided each year will be an area of focus. As we discovered 40% of our student body does not have access to internet at home so as that number changes so will our need for educational home internet. The selection of devices will need to be a constant evaluation process. Warranty, ease of use, functionality, and dependability will all be factors. As we purchase devices it will be important to make sure we have the ability to service chromebooks when available to save money and ensure an environment of sustai |
proficient classroom. The opportunity for flipped classrooms will enable for our students to experience real world application to take place. Furthermore, eliminating the usage of textbooks and the requirement to update textbooks on a five year cycle will steadily decrease the districts out of pocket expenses to enhance the curricula, as well as, greatly resolve the digital divide within our district and community. Lastly, utilizing the supplier, TKO Education, in which offers a lifetime warranty we will be able to manage any required maintenance needed.

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

In the fall of 2015 we implemented a digital math curriculum. Our Math department has 1 Chromebook cart in each of our math classrooms in grades 7-12. Our math students have had the devices for almost four months and this increased access to technology is accomplishing our goals of closing the digital divide our students face. These devices are transforming the way we educate our students. We have seen increases in organizational skills, confidence in technology, typing skills, collaboration and most importantly, engagement in learning. Having access to these Chromebooks all of our students now have their own Google Drive which they use in the Language Arts classes on a limited basis. Students now share their papers with peers for peer editing activities and teachers for editing and grading. This process when implemented fully will significantly reduce the cost of paper and copier maintenance. We have fully integrated “Google Docs” this year to our teaching staff. Using Google Docs as well as free Google Apps for education has enabled teachers to begin using Google classroom and this has become the backbone of some classes. The staff has displayed a great interest in becoming more efficient with the process, as well as, experimenting with other Google platforms (i.e. Google Classroom, Google Forms, and etc.). Transitioning to a nearly paperless school will diminish our costs associated with copies and paper by $80,000 annually implementing the 21st Century Learning program. Transitioning to Chromebooks instead of replacing or repairing laptops and desktops will also be a significant savings that we have already seen in small scale math phase in. Using Digital curriculum is also a saving option across all curriculum areas that we have researched and confirmed.

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).

Instructional Spending Percentage from state report card: 59% = Classroom Instruction (Southern Local Jr./Sr. High School) State Average is 67% We are spending an additional $1,000 in Non-Classroom expenditures (Southern Local is $4,003 compared to the state average of $2,998.) The insufficient spending is a result of: Copy Paper & copier maintenance Quarterly expenditure for copy paper, toner, copier maintenance = $65,000 65,000 x 4 = $160,000 annually Updating of laptop computers (every 4 - 5 years) Rebuilding our laptop carts: New Laptop = $700 Microsoft License = $75 Antivirus = $45 28 Laptops per cart = $22,960 4 carts = $91,840 Desktops (every 4 - 5 years) 5 labs = 128 computers Corsair 8gb DDR3 for each @ $50 128 x 50 = $6,400 Kingston 240gb Solid State HD for each @ $92 128 x $92 = $11,776 Windows 10 upgrade for each @ $140 128 x 140 = $17,920 Sophos Antivirus for one year for each @ $45 128 x 45 = $5,760 Total cost to update all five computer labs = $41,856 To update computers every 4 - 5 years it will cost the district a combined total of $133,696.00. We will cut over 60% of that bill by eliminating the laptops and carts. With the purchase of the chromebooks it will eliminate the $91,840. By decreasing the amount of paper and copier supplies utilized on a daily basis, our goal is to decrease that bill of $160,000 by 50% in year one and two for a savings of $80,000.

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

The pertinent data points are available in the table below. As a district, we researched and found that the addition of chromebooks will save the district important funds that can be utilized in other areas. Eliminating the wasteful use of the copier and copies and the associated cost of maintenance and toner will greatly diminish with the implementation of a digital curricula. This will also completely eliminate the cost of textbooks. We are currently supplementing our instruction with textbooks that are over ten years old. Lastly, our textbooks, if purchased will need to be on a five year rotation. Therefore, the cost for textbooks will need to be updated every five years. There is an attachment titled “Pertinent Data Points” that illustrates are goals for savings both annually and over five years.

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

If our project assumptions are false or inaccurate it will first reassess the amount, in number, of chromebooks that would be sufficient under the new circumstances. Since the spending reduction was inaccurate, we would still pursue purchasing chromebooks. However, the difference would include the amount purchased and when. When, as in, depending on how the current budget is affected and how it could be altered. Our goal, as a district, is to move into the direction of an online curricula. Now, whether, that is completed in two years or five years is completely a district decision and a shared decision among the DLT and board of education. On the other hand, if purchasing chromebooks is not the problem and renewing digital curricula is, then we will evaluate what curriculum is necessary and what areas can we still utilize textbooks if needed. For example, if we can only purchase digital curricula for the main content areas or just half, we, as a district will be ok. However, we would then analyze how we could pursue going completely digital and compare those findings with its effects on the district budget.

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?

d. Implementing a shared services delivery model

i. 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 consortium 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

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial
13. Please provide a brief narrative explanation of the overall budget. The overall budget is consistent with the expenses for digital curricula and chromebooks. The amount of chromebooks will provide for an 1:1 initiative, as well as, eliminate the digital divide among our student population.

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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<th>Years</th>
<th>Cost</th>
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<td>Sustainability Year 3</td>
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</tr>
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<td>Sustainability Year 4</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Sustainability Year 5</td>
<td>15,000.00</td>
</tr>
</tbody>
</table>

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.

Sustainability costs for the 21st Century Learning project would be an annual budget of $15,000 for professional development. This could include Google reps and/or the utilization of P21.org or Learning.com to assist with the implementation of the project. They also have assessments to pretest and posttest students in regards of their 21st Century skills. Referencing the Financial Impact Table, there is no room for FY17. During FY17, is when we would purchase our licensing for our digital curricula ($73,422) and the Chromebooks ($168,250). After five years with the Chromebooks, TKO will buy them back from us at a cost of $20 per. This would save us $10,000 towards repurchasing new Chromebooks (see Annual Financial Breakdown in attachments). The digital curricula licensing would not need upgraded until FY23 ($73,422). As far as Chromebook maintenance, TKO offers a lifetime warranty on their products and any other necessary maintenance will be completed in house by our technology consultant, Mr. Manist.

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.

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.

With the implementation of our program we will be saving costs on updating our computer labs & laptop carts, absorbing the salary & benefits of a foreign language teacher (2017-2018), copier maintenance, and eliminating the cost of replacing outdated textbooks. Providing Chromebooks for all students will instantly eliminate the necessity for laptop carts and computer labs. Secondly, elimination of the labs will open additional classrooms for instruction. With the five year cost of well over $100,000 to update the labs and laptops, the district will save the money and reallocate those monies to building maintenance. Savings on those computer labs, 80 computers, will also save the district $15,000 in energy costs on annual basis. Secondly, decreasing the copier and copy paper demands by at least 50% will save the district $80,000 annually. These savings will assist in maintaining licensing for digital curricula, which would not expire until after the school year of 2021. However, those savings will still exceed the costs of the digital curricula (i.e. digital curricula licensing every 6 years = $73,422 & 50% savings of copies and maintenance over 6 years = $480,000). We will also be generating an annual revenue of $21,000 for students leasing the Chromebooks ($50 per student).

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%

19. Please explain the source of these reallocated funds. Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

The source of the reallocated funds is the annual savings from implementing the program. $66,357 is from a teacher retiring after the 2016-2017 school year. $80,000 is a 50% decrease from the usage of supplies from copy paper and copier services. $26,739 is savings from an annual update of laptops and computer labs.

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.
E) SUBSTANTIAL IMPACT AND LASTING VALUE

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, communicating 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
   - Grant Year - 2017 and Beyond

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

All students/staff will receive a Chromebook. The following outcomes would be expected by June 2016: Formation of Technology Committee “Google Docs” fully implemented within all content areas. Remediation of online testing skills during all digital periods. Continuous Instruction and integration of chromebook and Google skills into classrooms for students. Continual professional development for staff.

Broad focus PD will be facilitator led. Fine focused weekly PD offerings will be Staff led. This process has already begun. Implementation of digital curriculum in all core content areas, Math 1-4 LA1-4 Biology, Physical Science, American History, and American Government.

December 2016 - Implement Home Broadband Hotspot program. Students will now have the opportunity to sign out and use Hotspots for homework, research, projects, flipped classroom activities. 2016 - 2017 School Year *Functionality of Google Apps for education integration improvement with other Google platforms (i.e. Classroom, Hang-Outs, Sheets etc.) Offer classroom enhancements that will integrate with Google Drive for enhanced lessons and student 24 hour access to lessons such as Nearpod or Pear Deck. Implementation of elective courses during digital periods (i.e. financial literacy and college credit courses) Continuous remediation of online testing skills in digital class periods all students are assigned. Student/staff Lead professional development Creation of Google Knowledge semester elective class 2017 and Beyond All phases of our initiative will be implemented by school year 2017 and beyond. Administration, curriculum committee, technology committee will continue to evaluate the progress of our program and identify areas of need to enhance the project. Additional electives will be available (i.e. foreign languages, accounting, economics, nursing, etc.)

22. Implementation (grant funded start-up activities)

a. Date Range
   - Grant Year/Winter 2016

b. Scope of activities - include all specific completion benchmarks

Grant Year Formation of Technology Committee Prior to all students receiving Chromebooks, they will receive instruction on the Chromebook functions, as well as, student expectations. Parent meeting will be held in conjunction with our Back to School Bash, which is prior to school and we will roll out our 21st Century Learning expectations to parents. Staff will receive professional development two days a week to assist with the implementation process. The trainings will be instructed by administration and/or technology consultant. The trainings will be diversified for beginners and advanced level individuals. Year 1 Curriculum has been selected and identified. Google Apps for education will be integrated into instructional routines (Pear Deck, Kahoot, etc) Continued PD for staff Implementation of elective courses Year 2 Fully implemented Continual evaluation of curriculum and PD needs of staff and students

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

a. Date Range
   - Fall 2016 and Beyond

b. Scope of activities - include all specific completion benchmarks

As stated earlier in the grant application, benchmarking will be the most important characteristic with the digital transition. Prior to online testing, we were proficient or above proficiency in OGT testing. With the transition to online testing, we were 27% proficient, passing 3 out of 11 tests. Therefore, our main objective is to increase our testing scores by at least 15% annually proficiency is surpassed. We will achieve this goal by the fifth year of the grant. Achieving student comprehension within 21st Century Skills will allow for greater diversity within the classroom. Instead of students and staff utilizing paper for assignments, they may use email, chat forums, or other multimedia applications. This will strengthen students desire to become digitally competent and increase creative thinking skills. Other skills that we as a district feel require strengthening include collaboration, communication, adaptation, and creativity. Implementing Chromebooks and a digital platform will assist in strengthening our students deficiencies and therefore propel them into career and college readiness, thus minimizing college remediation. The implementation will begin in winter/spring 2016 where all students and staff will receive Chromebooks and establish/use Google Docs by June 2016. Beginning fall of 2016, digital curricula will be implemented for all four of the content areas. Also, online testing skills will be developed and a small portion of electives will be provided digitally. Fall of 2017 and beyond all electives will be available online, as well as, foreign languages. During this timeframe, staff and student lead scaled professional development will be available weekly. Also, administration will be completing surveys to assist with comprehension and assess needs. The professional development and surveys will assist in developing more diverse digital content specifically tailored to the needs of staff and students.
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:

The expected changes will impact the district (i.e. staff & students) and the community. With the implementation/transition to a digital platform, our students will demolish the digital divide that we are suffering from. It will provide an opportunity for students to flourish now and in the future. They will be forever impacted and have a strong foundation and confidence to pursue their degrees at all colleges. The expected processes and/or protocol that students and staff will utilize is “Google Docs”. Google has already been implemented within some of our classrooms and it has been a great success. The success has led teachers to branch out of their comfort zones and utilize Google Classroom and other Google applications. Since implementing the new areas of technology, our students have also made a smooth transition and it has rejuvenated the education process within Southern Local. This new excitement has assisted with the elimination of numerous copies of worksheets. The copier machine is used more purposeful, instead of running though thousands of copies. Also, the turn around on submitting information digitally, is completed more thoroughly. Responses and corrections are sent back quickly and communication has increased between students and staff. Besides the four main content areas being affected, our digital periods will flourish as well. We implemented “Digital Periods” in the fall of 2012 and all students have one digital period a day. Our Digital period concept is an extended school day concept in which students receive acceleration, intervention, credit recovery, or enrichment tailored to each student's needs. Currently, these digital periods are completed within one of our computer labs or with a laptop cart. The productivity within the digital period will be maximized because all students will have their own Chromebook and will have electives to complete. For example, foreign languages, college credit courses, test preparation, other daily school work, and etc. will be completed during these periods. Secondly, lack of computer carts and computer will not be a problem anymore.

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:

Dr. Chuck Kokiko, Superintendent of Jefferson County Educational Service Center, 2023 Sunset Blvd. Steubenville, OH 740.283.3347

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.

The evaluation of the implementation, as well as, progress monitoring, and achieving short and long term goals will be assessed through a multitude of techniques. Our team, Mr. Saunders, Mr. Manist, Mr. DelBoccio, and Dr. Kokiko will be involved with every step. We will set both short and long term goals. For example, by June 2016, all students and staff must be utilizing Google Docs, Forms, and Sheets. We will assess this by creating surveys through Google Forms for students to answer. The results will be emailed directly to us for evaluation purposes. However, beginning in the fall of 2016, we are looking at P21.org and Learning.com to assist with the implementation and additional resources to assist with developing our students growth in 21st Century Skills. Surveys and instructional forms will also be provided to parents for the transition. These forms will be placed on the school’s website and school app, as well as, given to students to take home. Furthermore, the surveys conducted with Google will provide in depth knowledge and progress of both students and staff. The surveys incorporate numerous skills to assess 21st Century Learning Skills. By June 2016, the goal for the schools would include complete implementation and comprehension of Google Docs. This will be assessed weekly by incorporating staff/student lead scaled professional development, completion of surveys through Google, and administrative walkthroughs. Beginning in the fall of 2016, Google Docs should only need reviewed for the first month, but completely taught to the new seventh graders. Our curricula, (Math, ELA, Science, SS) will be completed through a digital platform. Utilizing P21.org or Learning.com will assist with the implementation, as well as, provide for an easier transition with staff, students, and the community.

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.

In order to ensure success in our initiative our administration and technology coordinator have spent nearly a year experimenting and researching specific devices and options that would fit the needs of our school. We feel selecting the proper device is critical. During the search for an excellent device we were also researching digital curriculum that we felt would fit the stretch needed as well as offer built in differentiation. If successful, this project can be expanded and/or become more diverse. With technology becoming a standard within the workforce, we, as a district, can never be satisfied with where we are. Therefore, if successful, we would first begin by implementing a STEM program within our junior high. This would allow students to become more creative and expand themselves both digitally and creatively.
Secondly, we may or could implement a capstone project completed by student collaboration and with Chromebooks. Secondly, this project could definitely be mirrored by other districts. In completing this grant proposal, we, as a district have contacted different districts to ask about their implementation guidelines and strategies. Also, we have attended different technology and leadership conferences to assess our position and compare it with other districts. One of the familiar questions that is associated with the 1:1 initiative is, Will this save the district money over time? After careful research, the answer is an astounding yes!

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

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

I agree, Gerald DelBoccio.
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIZZETTE</td>
<td>ARIAS</td>
<td>202.312.6429</td>
<td><a href="mailto:Lizzette.arias@p21.org">Lizzette.arias@p21.org</a></td>
<td>P12.org</td>
<td></td>
<td>1 Massachusetts Avenue NW, Suite 700, Washington, DC, Washington, DC, 20001</td>
</tr>
<tr>
<td>Sandy</td>
<td>Moore</td>
<td>800.580.4640</td>
<td>support.learning.com</td>
<td>Learning.com</td>
<td></td>
<td>1620 SW Taylor St., #100, Portland, OR, 97205</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
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<tr>
<td>Josh</td>
<td>Manist</td>
<td>Technology Consultant</td>
<td>Two years at Jefferson County Vocational School taking the Cisco CCNA Academy. Two years full time taking night classes at Jefferson Community College enrolled in the Cisco CCNA certification curriculum. During the two years I was in college I worked part/full time at Ohio Mid-Eastern Regional Educational Service Agency (OME-RESA). Once I finished my certification class's at JCC I came on full time with OME-RESA. This has allowed me to continue working at OME-RESA for 15+ years (2000-present) During my employment at OME-RESA I have worked many roles in my career. Network Field Technician for eleven counties has allowed me to walk into any school building network and get them running when problems occur. I filled in as the Technology Coordinator for Harrison Hills Schools for ten months while the local tech was on medical leave. This allowed me to become the Technology Consultant for Edison Local School District and Steubenville City School District. Edison and Steubenville City was able to split my days during the week through contracts with OME-RESA. After finishing my contract with Edison and Steubenville I continued assisting eleven counties of school districts stay on top of their networking</td>
<td>Implemented Google Apps for Education and assigned Google Apps and Gmail accounts for all staff and Students. We have integrated 130 HP Chromebook laptops for the Jr. Sr. High Math Classes along with full digital curriculum. Install and maintain a 1400+ device network while encouraging the &quot;bring your own device&quot; initiative with our students. Wrote guides and taught training courses for PARCC testing setup and protocol on a Windows Operating System Environment. This training was made available for all of the eleven counties of school districts that OME-RESA maintains. Working with and allowing State Technology contact Ross Kirk to deploy the guide to other parts of OHIO as needed. During the school day I take on three to four students each year and internship/mentor them on working in this technology field. This allows the school and I to be rewarded with knowing that all of my interned students went on to college and to hold many prestigious job titles in the tech industry.</td>
<td>2yr JCC Community College 2yr Jefferson County Vocational School 15+ Years of CEU technology training and classes, 20+ hours per year.</td>
<td>100</td>
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Mr. Saunders will provide oversight of the 21st Century Learning Program. He is responsible for providing short and long term evaluation of the project. The characteristics that will be included are student achievement, student comprehension of decreasing the digital divide, student comprehension of the implementation of the chromebooks, and overall student and staff development.

Dallas has taught middle school ELA for over ten years. Throughout his teaching experiences, he has taught at different schools, both urban, suburban, and rural communities. This experience has assisted in his growth both personally and professionally. Over the last three years, he has been the principal of a rural Jr./Sr. High School located in a rural community.

Gerald DelBoccio

Establishing a team to develop the grant process. Once awarded, Mr. DelBoccio will assist Mr. Saunders in implementation of Chromebooks and digital curricula. He, with Mr. Saunders, will provide professional development to assist in the growth of students and staff with the digital transition.