## Budget

### Dayton City (043844) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (34)

**U.S.A.S. Fund #: 466**

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation** 0.00

**Remaining** -1,000,000.00
### A) APPLICANT INFORMATION - General Information

1. Project Title:
1:1 Reaching for Tomorrow Today

2. Project Tweet: Please limit your responses to 140 characters.
1:1 initiative closing the males of color achievement gap via digitized curriculum, project-based learning, and role modeling programs. *This is an ultra-concise introduction to the project.*

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 indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

With each incoming class cohort to Dayton City Schools (aka Dayton Public Schools - DPS), devices will be re-assigned for student use. Depending on enrollment and class sizes redistribution will occur. A similar number of students will be served annually throughout the five-year post grant period.

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

First and last name of contact for lead applicant
Linda D. Stagles

Organizational name of lead applicant
Dayton City Schools

Address of lead applicant
115 S. Ludlow St. Dayton, Ohio 45402

Phone Number of lead applicant
937-542-3354

Email Address of lead applicant
lstagles@dps.k12.oh.us

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

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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

The student achievement gaps/discipline disparities found within Dayton Public Schools (DPS), particularly among African American males, are staggering as captured on the 2016 state report card. The academic achievement gap between males of color and their Caucasian counterparts continues to be one of the most important educational issues in the country (see Appendix A). Limited access to technology exists across the district’s 28 schools, particularly at Dayton Boys Preparatory Academy, and confines the effectiveness of curriculum and instruction in core academics, which could be enhanced with online access to support materials. There is a need to promote and expand academic and technical knowledge throughout student development, wherever possible with project based learning, and to provide students with positive role models to introduce them to many career options to ensure they are college/career ready.

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

DPS proposes a 1:1 technology initiative to close the males of color achievement gap via the use of digitized curriculum, project based learning (PBL), and role modeling programs. A 2015-2016 summer school 1:1 project based learning pilot will be offered for 182 African American male students (96% of student enrollment) in grades 3-8 at Dayton Boys Preparatory Academy (DBPA). This grant will ensure that students each receive a Chromebook. DPS will provide training for students to access online curriculum and reading intervention software.

Teachers/leaders will be provided training on Chromebook use, Google applications, digital curriculum options, and project based options. Implementation synthesizes instructional approaches proven for student success, while providing shared classroom resources and replicable delivery methods that will result in long-term spending reductions. District wide goals, developed with the project partners (ESC of Central Ohio, Buck Institute of Education, Sinclair Community College, community members, staff, and student technology leaders) are: (1) to establish 1:1 technology in all of 21 elementary schools to provide participating students a 21st Century technology immersion project based curricular experience; (2) to close the achievement gap for African American males; and, (3) for all students to have the necessary technology foundation to be college/career ready. DPS’ plan is to prepare students/faculty for the 21st Century through the expansion of technology and training. DBPA will pilot the project with planned implementation by Summer 2016, followed by a rollout to the remaining 21 elementary schools during the first quarter of the 2016-2017 school year. This cutting edge initiative will provide a device to every student and teacher, for use during the school day, along with personnel support, student training, and teacher professional development. The curricular focus is reading, math, and science. A “seeded for disruptive innovation” (Coolhub, IMSA) lies with the project’s socio-emotional goals for the acquisition of the following traits by the participating males of color: creative, analytical, collaborative and problem solving skills; mastery of core academic subjects; and technological understanding and insight. The pilot project is uniquely aligned with City, State, & Federal initiatives regarding opportunity gaps facing youth of color. This culturally relevant project is in alignment with the President’s “My Brother’s Keeper” initiative, [which] is all about helping more young people stay on track. Providing the support they need to think more broadly about their future. Building on what works when it works, in those critical life changing moments” (President Barack Obama, February 27, 2014). Sinclair Community College’s “Brother to Brother” Student African American Brotherhood (SAAB) chapters, in partnership with the district’s Males of Color office, will provide venues where young men of color can enjoy social, cultural and spiritual enrichment. SAAB increases the number of young men graduating from college by creating a positive peer community based on a spirit of caring. Surveys and key research studies have examined the impact of educational technology (see Appendix B). If instructional design is not done right, technology will only increase the speed and certainty of failure (William Horton). Using research provided by Project RED, which incorporated an unprecedented scope, breadth, and depth of 997 schools in 49 states; key components for successful and sustainable implementation of 1:1 technology were identified: strong leadership, infrastructure, curriculum and instruction, professional development, financial planning, evaluation and assessment, and communications. “1:1 Reaching for Tomorrow Today” is a transformational change opportunity for DPS which will be achieved via the implementation of the actions identified in Project RED’s recommended action steps (see Appendix C).

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 process. - (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.

   Inquiry based instruction requires a new approach [particularly when paired with project based lessons], as well as changes to the classroom environment. Desired student outcomes are: (1) students will use the Internet/devices to increase their confidence, independence, and productivity as learners; (2) embedded digital curricular student experiences partnered with project based learning will develop additional critical thinking skills needed for state tests and; (3) African-American males will perform equal to or surpass their grade level peers in academic performance in reading, math, science, & social studies. The initiative provides each teacher (appendix I) & student with a Chromebook; technical training at the school site; digitally enhanced curriculum; universal access for special needs learners in an inclusive environment; student engagement activities, increase student proficiency on state standardized tests; & implementation of researched-based pedagogy (Project RED).

   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.

   Extensive PD needed for teachers, leaders, technical staff; strong building leadership; teacher buy-in; adequate internet content filtering; proper human resource allocation; needs of diverse learners and their families; curricular focus, adequate bandwidth, plans for daily technology use, and sound sustainable financial and technology planning. Studies comparing learning outcomes for students taught via PBL versus traditional instruction show that when implemented well, PBL increases long-term retention of content, (appendices D & E), improves problem-solving and collaboration skills, and improves students’ attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009). PBL experiences will be aligned with Ohio’s new learning standards to ensure students are prepared for the new assessments.

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

   The Project RED team reviewed more than 4,000 pages of report/evaluations from 1:1 technology rich implementations and chose the followi

b. Diverse learners

   i. List the desired outcomes.

   Examples: high participation rates of diverse learners in all grade levels; all students in all grades participating in technology activities; high participation rates of diverse learners in all grade levels; students in all grade levels participating in technology activities; high participation rates of diverse learners in all grade levels; students in all grade levels participating in technology activities.

   Projects that are replicable delivery methods that will result in long-term spending reductions. District wide goals, developed with the project partners (ESC of Central Ohio, Buck Institute of Education, Sinclair Community College, community members, staff, and student technology leaders) are: (1) to establish 1:1 technology in all of 21 elementary schools to provide participating students a 21st Century technology immersion project based curricular experience; (2) to close the achievement gap for African American males; and, (3) for all students to have the necessary technology foundation to be college/career ready. DPS’ plan is to prepare students/faculty for the 21st Century through the expansion of technology and training. DBPA will pilot the project with planned implementation by Summer 2016, followed by a rollout to the remaining 21 elementary schools during the first quarter of the 2016-2017 school year. This cutting edge initiative will provide a device to every student and teacher, for use during the school day, along with personnel support, student training, and teacher professional development. The curricular focus is reading, math, and science. A “seeded for disruptive innovation” (Coolhub, IMSA) lies with the project’s socio-emotional goals for the acquisition of the following traits by the participating males of color: creative, analytical, collaborative and problem solving skills; mastery of core academic subjects; and technological understanding and insight. The pilot project is uniquely aligned with City, State, & Federal initiatives regarding opportunity gaps facing youth of color. This culturally relevant project is in alignment with the President’s “My Brother’s Keeper” initiative, [which] is all about helping more young people stay on track. Providing the support they need to think more broadly about their future. Building on what works when it works, in those critical life changing moments” (President Barack Obama, February 27, 2014). Sinclair Community College’s “Brother to Brother” Student African American Brotherhood (SAAB) chapters, in partnership with the district’s Males of Color office, will provide venues where young men of color can enjoy social, cultural and spiritual enrichment. SAAB increases the number of young men graduating from college by creating a positive peer community based on a spirit of caring. Surveys and key research studies have examined the impact of educational technology (see Appendix B). If instructional design is not done right, technology will only increase the speed and certainty of failure (William Horton). Using research provided by Project RED, which incorporated an unprecedented scope, breadth, and depth of 997 schools in 49 states; key components for successful and sustainable implementation of 1:1 technology were identified: strong leadership, infrastructure, curriculum and instruction, professional development, financial planning, evaluation and assessment, and communications. “1:1 Reaching for Tomorrow Today” is a transformational change opportunity for DPS which will be achieved via the implementation of the actions identified in Project RED’s recommended action steps (see Appendix C).

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

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

   The Project RED team reviewed more than 4,000 pages of report/evaluations from 1:1 technology rich implementations and chose the followi

b. Diverse learners

   i. List the desired outcomes.

   Examples: high participation rates of diverse learners in all grade levels; all students in all grades participating in technology activities; high participation rates of diverse learners in all grade levels; students in all grade levels participating in technology activities; high participation rates of diverse learners in all grade levels; students in all grade levels participating in technology activities.
problems is the lack of institutional commitment to providing African American males academic support services (i.e. mentoring, tutoring), and to establishing a welcoming campus environment (Swail, 2000; Flowers, 2004; Schwartz & Washington, 2002). Sinclair's establishment of 28 "Brother to Brother" DPS chapters will be a positive step of African American men in the community giving their time and talent to demonstrate that there are alternatives to the path too many Black men take. They will offer students direction to think, act, and prepare for a better future. Such support will undergird the opportunities to close the achievement gap for the participating students in this project. Teachers will evaluate how both the program and the technology address students' learning needs and teachers' instructional needs in their teacher based teams. This feedback will guide instruction the following year. This commitment to technology use is shared by school administration, teachers, parents, students, and business community. A recent parent technology survey of 74 respondents in November revealed that 87.84% of parents/guardians are supportive of the district's pursuit of 1:1 technology for students. Additionally, 89.66% reported that they felt this initiative is a "good" use of money by the district with 87.93% expressing the desire for the district to implement a 1:1 computer technology project. A spring pilot project rolled out Chromebooks to three schools with positive engagement by students, teachers, and families.

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

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).

Project RED's research states that technology transformed intervention classes, where technology plays an integral role in the class, are a top model predictor of improved test scores, dropout rate reduction, course completion/improved discipline. These indicators will be tracked and monitored. Areas of implementation that will be monitored for fidelity: (1) Monthly professional learning and collaboration; (2) Online student collaboration opportunities; (3) Weekly integration of technology curriculum into the core curriculum and in every intervention period; (4) Weekly online assessments; (5) 1:1 student to computer ratio; (6) Monthly virtual field trips; (7) Daily student use of search engines; and (8) Principals model best practice/ensure teacher buy-in. Formative/summative assessments will be tracked. Electronically recorded classroom observation walkthroughs, formal and informal, will be used to facilitate teacher instructional practice improvements and use of embedded technology.

v. List and describe pertinent data points that you will use to measure student achievement, 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?

Dr. R. Elmore's research asserts there are only three ways to improve student learning outcomes: (1) raise the level of content students are being taught, (2) increase the skill/knowledge that teachers bring to teaching that content, and/or (3) increase the student's level of active content learning. The project aspires to create a fundamental shift within the offered curriculum, the way instruction is delivered, and student engagement with the curriculum. Operational efficiencies resulting from PBL practice, the train-the-trainer model, and PBL teacher based teams will be tracked via the number of PBL activities that utilize district provided resources throughout the year. A program goal is to have 40 PBL activities in 20 buildings in FY18 (2 PBLs/building) with an additional 20/year thereafter. This number is beyond what the current infrastructure can support. Savings due to operational efficiency will begin in FY17. The benchmark is the current rate of PBL usage within buildings.

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.

Dr. R. Elmore's research asserts there are only three ways to improve student learning outcomes: (1) raise the level of content students are being taught, (2) increase the skill/knowledge that teachers bring to teaching that content, and/or (3) increase the student's level of active content learning. The project aspires to create a fundamental shift within the offered curriculum, the way instruction is delivered, and student engagement with the curriculum. Operational efficiencies resulting from PBL practice, the train-the-trainer model, and PBL teacher based teams will be tracked via the number of PBL activities that utilize district provided resources throughout the year. A program goal is to have 40 PBL activities in 20 buildings in FY18 (2 PBLs/building) with an additional 20/year thereafter. This number is beyond what the current infrastructure can support. Savings due to operational efficiency will begin in FY17. The benchmark is the current rate of PBL usage within buildings.

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.

The district desires to move to a totally digital instructional resource environment which is a cost savings due to transitioning districtwide from textbooks to digital resources for teaching reading, math, science, and social studies. Straight A funding will provide the seed money necessary to jump start this initiative to improve student achievement. Non-general funds will be needed for sustainability/infrastructure. The expanded usage of digital content will allow for a more effective use of formative assessments embedded within the existing and prospective curriculum content.

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

For the 2015 - 2016 school year, DPS purchased and implemented digital/print hybrid materials for Reading (Wonders/Collections), Math (ALEKS), and Social Studies for students in grades Kindergarten thru 12. Professional development was conducted using the digital medium for the three content areas. Using the limited technology resources, DPS utilizes the rotation station model for digital content. Additionally, a spring pilot demonstration project of the "1:1 Reaching for Tomorrow Today" was launched at Dayton Boys Prep Academy (96% African American males), Riverside Montessori PK-6 School, and Belmont High School on March 11, 2016. These schools are
integrating 1:1 technology into core subject teaching and learning, from March through the end of the current school year. In alignment with the district's academic plan, the 1:1 technology initiative, along with project based learning, will become part of everyday teaching and learning in reading, math, science, and social studies during the first phase of implementation (grades 3-8) at the start of the 2016-17 school year with support from the Straight A Fund.

**vi. List and describe the budget line items where spending reductions will occur.**


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

A PBL train-the-trainer model will be designed to build internal capacity. This model and supportive PD offerings will increase operational efficiency and, hence, cost savings. Over the long term, a spending reduction will occur as a result of three phased rollouts: Phase 1, grades 3-8; Phase 2, grades 9-12; and Phase 3, PK-2. The District can leverage existing technology options through partnerships in the community. The City of Dayton will publicize the District's initiative through its "City of Learners" and Males of Color initiative. Existing communication channels, including social media, electronic newsletters, parent/student communication and guest columns in "Dayton Daily News," the local paper will be used. Marketing will grow student enrollment to participate in the modernized digital project based PK-12 curriculum instructional delivery system and keep it sustainable over the long term. The conversion to digital content may require a longer transition period thereby an additional cost of printed materials and staff training. The existing curriculum budget will be able to incorporate such costs. Implementation of grant goals could lead to an increase in the student body population through attractiveness of a modernized instructional delivery system and could increase retention. DPS currently loses 200-300 students each year. Implementation is intended to attract students back to the district. An estimated 25-30 students per year would return to the district with a possible increased revenue of $150,000-$200,000 annually. Sinclair Community College provides opportunities for dual enrollment in digitized courses and in African American Studies as an in-kind contribution to this project, as part of the College Career Plus Initiative, which would allow for some aspects of the desired student outcomes to be achieved if, in fact, the assumptions proved false and the "1:1 Reaching for Tomorrow" today outcomes were 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.*  

N/A

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.*  

N/A

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

N/A

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.*  

N/A

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.*  

N/A

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

N/A

**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.*  

N/A

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.*  

N/A

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.

N/A

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.*  

N/A
the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

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

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

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)
- 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 Impact Tables.

1,000,000.00 12. What is the amount of this grant request?

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.

As DPS conducts their technology strategic plan, the costs of infrastructure upgrades (switches, data drops, and access points), as well as devices will be incorporated into the existing facilities maintenance fund. As the district would normally replace laptop and desktop computers, more reasonably priced notebook devices will be purchased. Therefore, no additional expenditures will be encumbered by the hardware and infrastructure needs. Future technology refresh needs will be incorporated into the annual capital improvement budget. In order to provide the initial and ongoing professional development for all stakeholders, a three-year comprehensive plan (including teachers, administrators, train-the-trainer, student and parent training) will be completed through a vetted agency who focuses upon project based/blended learning via effective teacher instruction. The projected Chromebook professional development cost for the external training team is $613,350 for the three phase rollout. DPS' Straight A funding request is for Phase One (grades 3-8), which includes $114,647.50 in ESC PBL PD purchased services; student support costs of $331,359, which is inclusive of Sinclair Community College's Brother to Brother initiative at $249,959 and $88,500 for the program evaluator. Student support costs will be multi-year purchase services contracts, paid entirely in FY17. Capital outlay costs will total $553,893.50 covering the acquisition of approximately 2,811 new Chromebooks at $197 each. The grand total of Phase I costs is $1,000,000. Non-Straight A funded project costs are: 1) remaining Phase 1 costs for student/teacher classroom devices totaling an additional $2.6 million; 2) Phase 2 and 3 will cost $2.6 million to cover devices for grades 9-12 and grade K-2 students/teachers, respectively; and, 3) additional training needs of $338,850. Total projected "1:1 Reaching for Tomorrow Today" initiative cost is $8,538,350 million.

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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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.

The costs associated with the refresh of the devices will be incorporated within the existing facilities and maintenance budget. The professional development plan uses a train the trainer model that will be implemented by existing technology/coaching staff within the buildings. District inside millage will support project sustainability requirements as it goes towards capital outlay, out of which a percentage goes toward technology. Straight A funding will be the "seed money" that allows for the initial device and program investment purchases. The district has had a long time relationship with Miami University in many collaborative projects, and over the past several years in conducting districtwide evaluations as part of the strategic plan wherein technology use has been incorporated paid from the general fund. The Straight A evaluator funding will enable high quality, evidenced based, evaluation feedback on the district’s three pronged focus areas of the "1:1 Reaching for Tomorrow Today" grant: 1) Project based learning as an instructional methodology to improve student performance, particularly among African American males; 2) positive youth development/socio-emotional support programming via the Males of Color and Brother to Brother initiatives; and 3) instructional technology immersion utilizing digitized curriculum and interventions to improve student engagement and academic performance. Once the grant has ended, Miami University evaluations will resume focus on the attendance, discipline, and academic performance levels for students and teachers at the negotiated general fund amount.

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.

Total projected five year cost savings are $2,111,126. Spending reductions will occur in the cost of Digital Learning Academies, summer conference costs, on-site coaching pedagogy needs as a result of increasing teacher instructional technology proficiencies, and implementation of a train-the-trainer PD model for PBL, totaling together $725,000. Additionally, another $2,165,320 will be saved by investing in Pearson print student editions and the accompanying 7 year digital subscription for grades 3-8, thereby eliminating replacement of student textbooks. Capital outlay of $5,800,000 will be recouped, as initially 1:1 investment in devices will be reissueto younger students annually as the project rollout continues.

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%

No source is applicable.

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 Team Key Personnel information by clicking the link below:

Add Implementation Team

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 RangeFall 2015 - January 2016 (see uploaded timeline)

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

First, communication timelines were reviewed and approved by the superintendent. Stakeholder buy-in and understanding occurred at standard meetings e.g., Cabinet, principals, DEA. Superintendent approved formal announcements, including news releases, website, &
E) SUBSTANTIAL IMPACT AND LASTING VALUE

22. Implementation (grant funded start-up activities)

- **Date Range**: February 2016 - September 2017 (see timeline)

- **Scope of activities - include all specific completion benchmarks**

A complete project implementation plan and project timeline are available in appendices K and L. The demonstration program's and Phase I's summary timeline is as follows:

- **February 2016**: Deployment of Chromebooks to Teachers to facilitate readiness for the summer Digital Learning Academy, summer conference, on-site coaching, pedagogical training specifically for the grade 3-8 interactive science curriculum and instruction adoption. March 2016: Deployment of Chromebooks to Dayton Boys Preparatory Academy students to prepare for summer Digital Learning Academy. May 2016: Evaluation/Assessment of Early Implementation. Since March, demonstration project students have since learned how to use the Google platform, various apps, and other tools. April 2016: After the demonstration project administrators and teachers are being surveyed to determine best practices/lessons learned in preparation for the 1:1 device delivery. A public information campaign has begun to inform the community about "Reaching for Tomorrow Today." All four news stations were present at the "kickoff event" held at DBPA. The Public Information Office provided the media with news releases and Dayton Public Schools TV has featured the rollouts. June-July 2016: Training of Demonstration Project teachers for Digital Learning Academy readiness. August 2016: Training of Phase 1 (grades 3-8) teachers (all others besides DBPA). September 2016: Deployment to Phase 1, students grades. January 2017: Evaluation/Assessment of Demonstration Project and Phase 1 rollout and implementation. June-August 2017: Assess new students for device issuance and training.

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

- **Date Range**: 2017-2019

- **Scope of activities - include all specific completion benchmarks**

Year Two, participating teachers will further train nontrained teachers. Quarterly training will continue for the participating teachers for refinement of the curriculum & instruction delivery. New educational software will be reviewed & used in the classroom to evaluate its instructional effectiveness. The progress of Cohort 1 will be tracked in their second year. Their performance can be compared to the first year's grades 3-8 students. Whether or not the technology improved the teaching and learning will be discussed at the teacher-based teams, the building leadership teams and at the district leadership team meetings. In year three, the participating teachers will begin to collect evidences of student progress from all three years and will analyze the data. Standardized test scores & grades will be used to measure student performance. Survey & field notes will be used to gauge student motivation & interest in the subjects. A primary barrier to summative evaluation is the short time-frame from award notification to planning to implementation. FY17 will consist of Phase 1 implementation and Phase 2 and 3 planning activities and foundational development so evaluations of project impact on students and teachers will be indirect. To address this barrier, the project outcomes are directly related to the foundational elements to ensure long-term impact on student achievement, PBL delivery, cost savings, and males of color youth development. Additional barriers are related to evaluating success in areas that are difficult to measure directly, such as student engagement, mastery of 21st Century Skills, and long-term success of students after involvement in the Brother to Brother program. DPS will develop internal targeted rubrics to assess student 21st Century Skills and PBL design quality, in partnership with BIE advisors & ESC training modules. SCC's oversight of the Brother to Brother initiative will focus on building lifelong student-teacher-mentor relationships.

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:

Deliverables: Teacher professional development via a train the trainer model and instructional pacing guides for curriculum and instruction through technology (appendix M). Other: The critical instructional/organizational changes that will result from the implementation of the grant (appendix N) are as follows: 1) the purchase of equipment for each teacher and each student in class will expand avenues of learning via internet access to curriculum; 2) provision of technical training for teachers at the site and throughout the district will transform instructional practice; 3) development of technology-assisted curriculum in reading, math, science, and social studies will move the district into the 21st
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:

The evaluation of Dayton Public Schools’ “1:1 Reaching for Tomorrow Today” project will be conducted by Miami University's Discovery Center for Evaluation, Research, and Professional Learning (formerly Ohio's Evaluation and Assessment Center for Mathematics and Science Education). All evaluation activities will be overseen by Sarah B. Woodroof, PhD (Center Director) and led by Chris Cox (Senior Research Associate and Project Team Leader). Contact Info: Chris Cox, Senior Research Associate, Discovery Center for Evaluation, Research, and Professional Learning, Miami University, McGuffey Hall, Room 408, 201 East Spring Street, Oxford, OH 45056. Phone: 513.520.1681. Email: coxcl2@miamioh.edu.

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.

(See Appendix O) The evaluation of the “1:1 Reaching for Tomorrow Today” project will provide timely formative feedback to project leadership while measuring summative progress toward the overarching goal of the project to increase student achievement as a result of (1) increasing students’ confidence, independence, and productivity through the use of 1:1 technology and internet access and (2) increasing students’ exposure to critical thinking and project-based learning by embedding technology in curricular experiences. The mixed method design of this external evaluation collects and analyzes various, multiple, and repeated sets of data deliberately selected to monitor implementation and outcomes for students, teachers, buildings, and the district. This evaluation is guided by the overarching question, "What is the nature and extent of change in teaching and learning outcomes associated with the implementation of 1:1 technology in an urban school district in Ohio?" and will be investigated by collecting and analyzing data measuring the implementation and impact of project activities from student, teacher, and project leadership data. Quantitative data analyses will include appropriate descriptive and inferential statistics including repeated measures ANOVA. Qualitative data will be thematically analyzed and triangulated with survey data to increase the rigor of the evaluation. Analyses will specifically examine changes in student subgroups, particular African American males as the focus of this innovation. Students’ academic achievement will be longitudinally analyzed from data sources including: (1) local Grades K-2 academic measures/STAR Assessments and (2) state Grades 3-8 English Languages Arts, Mathematics, and Science assessments. Participating students will be surveyed online beginning Fall 2016 (pre/early-implementation) about their classroom learning experiences and survey again mid-year and year-end SY 2016-2017. This survey will be repeated at the middle and ending of each SY in sustaining program years providing corrective feedback to project leaders. Beginning Fall 2016, teachers will be surveyed online about their instructional practices with a focus on the support for and implementation of 1:1 technology. Participating teachers will be surveyed about their instructional practices and implementation perceptions again mid-year and year-end SY 2016-2017. The survey will address professional development and technology support. This survey will be repeated at the middle and ending of each SY in sustaining program years providing corrective feedback to project leaders. Teacher responses will be linked across administrations to monitor pockets of successes and challenges. In the initial implementation year, focus group interviews of a sample of participating teachers in Spring 2017 will provide summative yearly feedback and formative feedback going forward regarding implementation and outcomes, their issues, and ways for improvement. Document reviews of technology distribution and maintenance, curricular changes, and evidence of implementation fidelity to proposed project (including reduction of costs) will occur in the implementation year and each of the sustaining years of this project. Formative reporting will coincide with analyses of received data in the form of evaluation memos. The frequency of these evaluation memos will help with planning project activities and activity modification when warranted by the analysis of data. Yearly summative reports will note accomplishments and challenges within each school year and longitudinally. Program findings, lessons learned, and evaluation methodologies will be disseminated through venues such as (1) ESC/multi-district meetings, (2) state sponsored Straight A Fund meetings, (3) state/national technology conferences, (4) state/national curriculum conferences, and/or (5) state/national evaluation association conferences.

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 "1:1 Reaching for Tomorrow Today" project will integrate technology in standards-based instruction in grades 3-8 core subjects. Each teacher will collaborate with the department grade-level teachers to develop the curriculum, to deliver the content through the use of digital multimedia technology, and to assess student performance. Participating teachers will evaluate how digitized instruction addresses students’ learning needs and teachers’ instructional needs. Project based assignments will give students opportunities to develop technical knowledge, critical thinking and problem solving skills. Feedback will guide the instruction for the following year. At the site level, the increased number of teachers using technology in the classroom will enrich the technical expertise and support for the entire staff. Multimedia presentations will motivate and engage students in learning. Consequently, an increase in student performance will better equip
students for high school courses and beyond. Renewed learning interests will encourage students to continue in advanced courses in high school and possibly inspire them to later pursue careers in science, technology, engineering, and math. Student self-esteem will grow with achievement and when combined with the unique undergirding youth development /community service aspects of the Brother to Brother and Males of Color (Appendix P), Ultimately, a referral network (for both DPS and Sinclair) with faculty, counselors, student support services, and community agencies with be a viable resource for families in the community. The cutting edge visionary aspects of the "1:1 Reaching for Tomorrow Today" provides a beacon of hope for resetting student engagement and academic success. District report card outcomes are anticipated to significantly improve statistically. If this project is successful as envisioned, it can be scaled-up, expanded, and/or replicated over a period of 18-36 months.

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
Lori L. Ward
Superintendent of Schools
Dayton City Schools
115 S. Ludlow Street
Dayton, OH 45402

I agree
Craig Jones
CFO/Treasurer
Dayton City Schools
115 S. Ludlow Street
Dayton, OH 45402
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<td>Welch</td>
<td>937-512-5186</td>
<td><a href="mailto:christopher.welch@sinclair.edu">christopher.welch@sinclair.edu</a></td>
<td>Sinclair Community College</td>
<td>063362</td>
<td>444 W 3rd St, Dayton, OH, 45402-1460</td>
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<td>Tom</td>
<td>Reed</td>
<td>614-542-4120</td>
<td><a href="mailto:tom.reed@escco.org">tom.reed@escco.org</a></td>
<td>ESC of Central Ohio</td>
<td>046938</td>
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</tr>
<tr>
<td>Megan</td>
<td>Ash</td>
<td>614-753-4714</td>
<td><a href="mailto:megan.ash@escco.org">megan.ash@escco.org</a></td>
<td>Buck Institute for Education (BIE)</td>
<td></td>
<td>18 Commercial Boulevard, Novato, California, 94949</td>
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<tr>
<td>Christopher</td>
<td>Cox</td>
<td>513-529-1681</td>
<td><a href="mailto:coxcl2@miamioh.edu">coxcl2@miamioh.edu</a></td>
<td>Miami University (MU) - Oxford, Ohio</td>
<td></td>
<td>210 E. Spring St., McGuffey Hall 408, Oxford, Ohio, 45056</td>
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<td>Hibbert-Jones</td>
<td>937-512-4573</td>
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<td>444 W. Third St., Student Enrichment Programs, Dayton, Ohio, 45402</td>
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<td>614-542-4120</td>
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<td>The Educational Service Center of Central Ohio (ESC)</td>
<td></td>
<td>2080 Citygate Dr., Center for Achievement and Leadership Services, Columbus, Ohio, 43219</td>
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### Implementation Team

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<th>Education</th>
<th>% FTE on Project</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan</td>
<td>Tait</td>
<td>Director of Educational Technology</td>
<td>Providing the district with the tools to create a successful transition to digital learning; coordination of digital platforms; and, coordination of professional development.</td>
<td>One of the key leaders with the district's one-to-one technology initiative. He has also been involved with the digital programming for the past three years in the curriculum department as the master code holder for the digital online content areas of English/Language Arts, Math and Social Studies.</td>
<td>Worked in the district the past 5 years as a Curriculum, Assessment, and Instructional Specialist providing teachers and principals with professional development as indicated by building needs assessment.</td>
<td>M.S. Education</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Megan</td>
<td>Ash</td>
<td>Coordinator of Educational Technology</td>
<td>PBL Trainer, PLC Facilitator, Instructional Designer for Blended Learning Modules</td>
<td>Quality Matters Certified Course Reviewer and Facilitator, BIE Certified Facilitator</td>
<td>Instructional Designer, Online/Blended Course Facilitator, 9-12 Teacher (Comprehensive Communications - English, speech, journalism, reading)</td>
<td>Ohio University, Bachelor of Science in Education Mountain State University, Master of Science in Strategic Leadership</td>
<td>10</td>
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<tr>
<td>Robert</td>
<td>Buccheim</td>
<td>Executive Director of Curriculum and Instruction</td>
<td>The development and implementation of professional development training that will include leadership training, teacher academy, key leader training and embedded coaching.</td>
<td>Served as a programmatic and fiscal scorer for the two previous Straight A grants. He has facilitated the adoption and implementation of various digital curriculum mediums (ALEKS, Reading Wonders, APEX) at his previous district (Edgewood) and Dayton Public Schools.</td>
<td>As the Director of Curriculum for the Edgewood City School District in Trenton, Ohio, Mr. Buchheim monitored the one to one high school program.</td>
<td>MS in Education</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Chris</td>
<td>Welch</td>
<td>Director of Student Enrichment Programs</td>
<td>The B2B Coordinator will oversee all Dayton Public School chapter sites and provide support to the school district to ensure male students of color have access to necessary resources to improve their</td>
<td>Excellent verbal and written communication skills and demonstrated evidence of excellent customer service skills. Demonstrated understanding of the high school process and the academic, career, and social needs of students in high school and</td>
<td>Licensed Social Worker Minimum of five years of experience in education-related field including work with disadvantaged and diverse student populations.</td>
<td>Bachelors in Criminal Justice and Sociology at the University of Cincinnati Masters in Social Work Administration</td>
<td>28</td>
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</tbody>
</table>
outcomes. The coordinator will provide information on B2B and the Student African American Brotherhood (SAAB) to the school district and parents in the form of presentations, face-to-face meetings, and promotional materials.

| Mindy Farry | Consultant | Project Based Learning Trainer, PBL PLC Facilitator | Buck Institute for Education Certified Capacity Building Facilitator | High School English Teacher; High School Teacher; School Improvement Specialist; Adjunct Faculty, Columbus State Community College | Bachelors of Science--English Education (The Ohio State University); Master of Arts--English Education (The Ohio State University) | 10 |

| Dr. Teresa Dempsey | Director of Professional Development | (for this grant project): ESC point of contact, Coordinator of ESC PBL faculty, Lead Trainer, PLC Facilitator | Buck Institute for Education PBL Capacity Building Facilitator | Elementary teacher, Science Curriculum Specialist, Professional Development expertise in: Understanding by Design, Assessment Strategies, Questioning Strategies | BS-Elementary Education University of Dayton; M.Ed.-Ed. Leadership Loyola College; Ph.D.-Ed. Leadership Miami University | 17 |

| Dr. Richard Melson | Director of Information Technology | Implementation of program: hardware and software acquisition, installation, and maintenance. - Infrastructure of school district technology deployment. - technology support | Information technology experience since 1988, inclusive of both the private and public sectors. District's Technology Liaison during construction of 26 new school buildings. COSH, CETL certification candidate (Certified Educational Technology Leader). Novell Certified Network | ClassroomTechnology Integrator in the classroom from 1999-2006. Grant writer for the Smaller Learning Community grant and program implementor at Colonel White High School. Responsible for the first implementation of iPad technology into Dayton Public Schools. Completed systems conversion at Antioch College and at Dayton Public Schools. | BA Religion; MA Religious Education; Ph.D Religious Education | 10 |