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Adjusted Allocation: 0.00

Remaining: -987,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Digital Convergence: A Path Toward the Modern K-12 Learning Environment

2. **Project Tweet:**
   Please limit your responses to 140 characters.
   Digital Convergence is a dynamic, iterative journey from single-point tech solutions to an integrated modern learning ecosystem. *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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<td>1800 5</td>
<td>2000 6</td>
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<td>2000 8</td>
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</table>
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.

It is extremely difficult to estimate the potential impact on students in a regional service model. Estimates could vary widely and would not be particularly informative or useful for the purpose of this application.

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

First and last name of contact for lead applicant
Thomas Reed
Organizational name of lead applicant
ESC of Central Ohio
Address of lead applicant
2080 Citygate Drive
Phone Number of lead applicant
614.542.4120
Email Address of lead applicant
tom.reed@escco.org

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

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

☒ Yes
☐ No

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

Add Consortium Members

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

☒ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

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

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

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

Over the past three years, the State of Ohio has invested more than $75 million in 18 different Straight A grants for the purpose of improving teaching and learning through technology tools. That's $75,000,000 spent on single-point solutions such as 1:1 devices (Chromebooks, iPads), online courses (College Credit Plus), learning management systems, adaptive assessments, ebooks, and other web-based classroom curricular resources. As a general rule, single-point solutions yield fragmented learning networks in which teachers and students struggle to make the transition from traditional to digital learning and fail to maximize the opportunity for improved outcomes, engagement, and creativity that celebrates the application of knowledge versus the acquisition of it. To fully realize the promise of technology tools and its return on investment, the state needs a regional system to purposefully lead the transition from traditional to digital learning.

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

Digital Convergence is an innovation that will help districts and schools to smartly use technology by working toward a systemic, regionally-supported approach to implementing technology tools and involving all stakeholders at all phases of technology integration. The ESC will create six (6) Regional Digital Convergence Centers (RDCC) to lead, support, and monitor Digital Convergence to ensure fully-integrated and coordinated transitions from traditional to digital learning in the state’s public school system. RDCCs will be located in six regions. Five will be near each of the state’s urban centers: Akron/Canton (East), Cincinnati/Dayton (Southwest), Cleveland (Northeast), Columbus (Central),
Toledo (Northwest). One will serve the Southeast region of the state. RDCCs will be selected through a comprehensive application and screening protocol and may be affiliated with other educational service centers, community colleges, universities, or Information Technology Centers. RDCCs will be self-sustaining franchises under the coordination and oversight of the ESC of Central Ohio. RDCCs will be powered by Modern Teacher* (MT) tools, resources, and process to uniformly assess, facilitate, effectuate, and evaluate digital learning in any type of school district. *Modern Teacher represents the national standard for digital convergence and has been used from Baltimore County, Maryland to Garland, Texas to Anchorage, Alaska to Fraser Public Schools in Michigan to transition traditional classrooms to modern learning environments. RDCC Digital Convergence specialists (minimum of 5) will complete rigorous 6-day training led by Modern Teacher where they will learn to use MT1, a technology-enabled solution to support districts in leveraging today's tools across K-12 classrooms, and will take their own organization through the MT Digital Convergence Framework. RDCCs will be self-sustaining franchises under the coordination and oversight of the ESC of Central Ohio. RDCCs will be powered by Modern Teacher* (MT) tools, resources, and process to uniformly assess, facilitate, effectuate, and evaluate digital learning in any type of school district. RDCCs will be self-sustaining franchises under the coordination and oversight of the ESC of Central Ohio.

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.

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.

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

iv. List the specific indicators that you will use to 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).

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?

b. Spending reductions in the 5 year forecast

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

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

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

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.
<table>
<thead>
<tr>
<th><strong>c. Utilization of a greater share of resources in the classroom</strong></th>
</tr>
</thead>
</table>
| **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?** |

<table>
<thead>
<tr>
<th><strong>d. Implementing a shared services delivery model</strong></th>
</tr>
</thead>
</table>
| **i. List the desired outcomes.**  
*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*  
1) Build capacity of district leaders to lead digital convergence. 2) Improve systems approach to digital convergence. 3) Create a regional structure to effectively lead, support, and monitor digital convergence across the state. |

| **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.*  
A1: To improve capacity of district leaders to ensure integrated digital convergence from traditional to technology-supported teaching and learning, school districts need access to tools and resources that help them assess their current state, describe their future state, and help them to define goals and strategies and action steps to achieve stage 7 digital convergence. A2: In order to move digital convergence to a more systems approach, all stakeholders in districts where digital convergence is taking place need deeper understanding of concepts, drivers, intended and unintended outcomes. A3: A regional structure to lead, support, and monitor digital convergence would add value to district efforts through timely responsiveness to needs, knowledge sharing of best practices, and the articulation of shared language to talk about digitalization. |

| **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.**  
Recently, the John W. Gardner Center for Youth and Their Communities conducted a review of the literature on college matriculation and success and identified the most important factors that predict students' readiness for college. Unsurprisingly, chief among these is academic preparedness. Research points to three related variables that are most predictive of college success: 1) standardized test participation and scores, 2) courses taken in high school, and 3) performance as measured by course failures and student grade point averages (GPA). This research further suggests that the criterion that most impacts college readiness is improving core academic instruction. This echoes the considerable amount of important research has been conducted by the Consortium of Chicago School Research. Namely, their work has uncovered the importance of academic readiness in 9th grade for predicting high school graduation and postsecondary enrollment. The work of Elmore, City, Fiarman, and Teitel notes that improving the level of student achievement at scale will only occur from impacting what the instructional core, described as the interaction of three elements: 1) the level of content the students are learning, 2) the instructional tasks students are engaged in, 3) teachers' knowledge and skill. In their work, the authors note that attempts to improve academic outcomes without affecting all three of the above will simply fail. So, what does this have to do with digital convergence? A recent update to research conducted by the Gates Foundation and RAND Corporation has found promising evidence of the potential for personalized instructional strategies to greatly improve student outcomes at scale. In an examination of instructional strategies across 30 schools for two years, they found that schools that employed student-driven, personalized approaches saw greater gains in math and reading than those schools which did not. It is likely that work has been cited in some of the 18 previously awarded Straight A grants that promoted technology-based learning solutions. However, in order to truly impact students' academic preparedness so that they may realize career and college success, and as we transition our classrooms towards modern, student-centered learning environments that leverage available technology tools to create greater student ownership of learning, schools must not just integrate the technology. Schools must integrate the entire system of learning THROUGH technology (Leadership, Instructional Models, Blended Curriculum, Digital Ecosystems, Professional Learning). Technology is not the end; technology is the means. Leading change is a complex endeavor. To|
sustain change, an organization must attend to and align seven components: leadership, shared vision, skills, resources, incentives, strategy, and governance (Ambrose, 1987). Without these components there is respectively: confusion, sabotage, anxiety, frustration, resistance, false starts, and corruption. A systematic approach to digital convergence will ensure that each of these components are present.

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.
Indicator #1: District leaders will seek out regional resources and actively engage in digital convergence knowledge sharing and networking. Indicator #2: District stakeholders will acknowledge their sense of urgency for managed digital convergence and will actively engage in training to build capacity to lead it. Indicator #3: Viable regional structures will serve school districts in every part of the state demonstrating organizational capacity to facilitate, support, and evaluate digital convergence at a district, county, and regional level.

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.
1) Modern Teacher Digital Convergence Dashboard self-assessment rubric: a. Leadership (Stage 1-7) b. Instructional Model (Stage 1-7) c. Blended Curriculum (Stage 1-7) d. Digital Ecosystem (Stage 1-7) e. Professional Learning (Stage 1-7) 2) Documented evidence of implementation with fidelity 3) Customer service ratings and responses for each regional center by digital convergence driver disaggregated by district

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
The ESC and its Digital Convergence regional partners will each select one representative with decision-making authority within its organization to serve on the Straight A grant steering committee. This committee will meet quarterly to review overall progress toward grant deliverables, review budgets, contracts and expenditures, and ensure adherence to grant assurances. Additionally, each regional site will form an implementation team that will include the steering committee representative as well as at least ONE subject matter expert for each digital convergence driver. An ESC project manager will work collaboratively with the implementation teams to monitor knowledge sharing networks, training and digital conversion metrics. Implementation teams will meet monthly to review program implementation timelines and indicators of success throughout the region. If the implementation team determines a change in strategy is required, then the team will report those findings to the steering committee for guidance or action. The steering committee will ensure that any program modifications or budget amendments are forwarded to the Ohio Department of Education Straight A office in a timely manner and, when necessary, will work with the Straight A office to seek approval for the changes from the Straight A Governing Board.

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

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.
- a. Enter a project budget in CCIP (by clicking the link below)
Enter Budget
- b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)
Upload Documents
- c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

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.

987,000.00 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.
The project budget will support the following grant activities. 1) DIGITAL CONVERGENCE TRAINING AND FACILITATION a. Modern Teacher - Training at 6 regional centers ($228,000) b. Modern Teacher - 5-year MT1 platform and dashboard license for six regional sites ($105,000) 2) DIGITAL CONVERGENCE COMMUNICATIONS AND MARKETING a. Communication and marketing material for 6 regional centers @ $75,000
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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<td>c. Sustainability Year 3</td>
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<td>d. Sustainability Year 4</td>
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<tr>
<td>e. Sustainability Year 5</td>
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</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 include six days of training led by RDCC specialists in six regions for two cohorts each year. Year 1 uses a daily rate of $1250 per day for training. The sustainability cost model increases the daily rate by 5% each year through the duration of the grant. These are the estimated sustainability costs to take over the training and facilitation led in the implementation year by Modern Teacher. Applicant recognizes there are additional sustainability costs incurred by each Regional Digital Convergence Center over the course of the project. However, as part of the application, selection, and MOU process, RDCCs are required to demonstrate ability and commitment to sustain the following:

1) appropriate staffing levels through the duration of the grant. Costs will include salary, wages and benefits for a. RDCC specialists.
2) Implementation Team members c. Project supervisors, coordinators, managers, administrative assistants
3) Costs associated with recruiting and supporting district cohorts a. Mileage and expenses to and from school sites for onsite technical assistance
b. Print media and materials c. Office and training supplies
4) Technology infrastructure a. network access in support of the MT1 platform and dashboard b. maintain or demonstrate access to adequate training facilities with sufficient wireless internet access and bandwidth c. Computers and related hardware for RDCC staff
5) Costs associated with ongoing marketing, communication and recruitment of regional digital convergence cohorts

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.

Digital Convergence grant funds will not be used to expand FTE at any of the regional centers. Therefore, costs related to staffing will not increase with the implementation of the project. In the implementation year, project funds will be allocated on behalf of RDCCs to build capacity of RDCC staff to facilitate, support, and evaluate digital convergence activities. Project funds will be sufficient in providing enough digital convergence training, resources, and networks to EXISTING RDCC staff with an expressed intent to create a viable regional center capable of building a self-sustaining enterprise. It is expected that this internal capacity built in Year 1 will be robust enough and broad-based enough to make the organization resilient any attrition in digital convergence content area specialists (Leadership, Instruction, Curriculum, Ecosystem, Professional Learning), implementation team members, and related project staff.

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.

General fund dollars will not be reallocated to support the sustainability of this project. However, existing allocations may be repurposed. For example, rather than offsetting costs for traditional curriculum consultants to work directly with school districts, funds may be used instead to offset the costs of digital convergence specialists to work directly with the school districts. Since these both represent salary and wages for professional development, funds would not technically be reallocated in the budget. Rather, they would be repurposed around a different focus.

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
E) SUBSTANTIAL IMPACT AND LASTING VALUE

21. Planning
   a. Date Range: July 2016 - October 2016
   b. Scope of activities - include all specific completion benchmarks.

Planning activities and timelines include: Quarter 1 (Jul-Sep 2016) A. Design regional provider online application and scoring rubric (Jul1-25) B. Release call for service providers and online application (JUL 25) C. Conduct information webinars for potential regional service providers (JUL27-AUG26) D. Update Digital Convergence Regional Provider FAQs (JUL27-AUG26) E. Assemble regional teams of stakeholders to evaluate regional proposals (AUG3 - SEP3) F. Online applications due (SEP9) F. Pre-Screen applications (SEP12-16) G. Interviews with regional selection teams (SEP19-OCT7) Quarter 2 (Oct 2016) H. Regional providers announced (OCT10) I. Regional provider meetings to review deliverables, evaluation metrics, identify steering committee representative, finalize MOUs (OCT13-21) J. Regional Implementation Teams organizational meeting (OCT28)

22. Implementation (grant funded start-up activities)
   a. Date Range: November 2016 - June 2017
   b. Scope of activities - include all specific completion benchmarks

Quarter 2 (Nov-Dec 2016) K. Communications and marketing planning (NOV30) L. Digital Convergence training Days 1-2 by Modern Teacher (MT) for regional sites (NOV1-18) M. Regional Service Plans due to ESC (NOV23) N. Regional communications and marketing plans presented and approved at Steering Committee Meeting (NOV30) O. Regional Implementation Team meeting and report (due NOV30) P. First wave of communications and marketing strategy (DEC1) Q. Digital Convergence training Days 3-4 by Modern Teacher for regional sites (DEC5-21) R. Regional Implementation Team meeting and report (due DEC30) Quarter 3 (Jan-Mar 2017) S. Recruit Cohort I Digital Convergence Network (JAN3-24) T. Digital Convergence training Days 5-6 by MT for regional sites (JAN10-31) U. Regional Implementation Team meeting and report (due JAN30) V. Second wave of communications and marketing strategy (FEB1) W. Digital Convergence training Days 1-2 by MT for Cohort I (FEB13-28) X. Recruit Cohort II Digital Convergence Network (FEB1-24) Y. Steering Committee Meeting (FEB28) Z. Regional Implementation Team meeting and report (due FEB28) AA. Third wave of communications and marketing strategy (MAR1) BB. Recruit Cohort III Digital Convergence Network (MAR1-24) CC. Regional Implementation Team meeting and report (due MAR31) Quarter 4 (Apr-Jun 2017) DD. Final wave of communications and marketing strategy (APR3) EE. Digital Convergence training Days 3-4 by MT for Cohort I (APR10-28) FF. Digital Convergence training Days 1-2 by MT for Cohort II (APR10-28) GG. Recruit Cohort IV Digital Convergence Network (APR3-28) HH. Regional Implementation Team meeting and report (due APR 28) II. Digital Convergence training Days 3-4 by MT for Cohort II (MAY9-27) JJ. Steering Committee Meeting (MAY31) KK. Regional Implementation Team meeting and report (due MAY 31) LL. Digital Convergence Training Days 5-6 by MT for Cohorts I and II (JUN6-17) MM. Regional Implementation Team meeting and report (due JUN24)

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range: July 2017 - June 2022
   b. Scope of activities - include all specific completion benchmarks

General sustainability plan for YEARS 1-5: RDCCs add one cohort and coordinate train in digital convergence every six months. Fall DC Cohort (JUL-SEP) Recruit Fall Cohort into Regional Digital Convergence Networks. (OCT-DEC) Fall Cohort completes self-assessment and participates in Digital Convergence training. Fall Cohort receives ongoing support and technical assistance from RDCC as determined from the Digital Convergence training. Winter DC Cohort (JAN-MAR) Recruit Winter Cohort into Regional Digital Convergence Networks (MAR-JUN) Winter Cohort completes self-assessment and participates in Digital Convergence training Winter Cohort receives ongoing support and technical assistance from RDCC as determined from the Digital Convergence training. Steering Committee meets quarterly to review progress measures, implementation data, and address any needs for revising strategies or modifying the project plan. RDCC Implementation Teams meet monthly and submit reports regarding regional activities into MT1 Dashboard.

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.
For most baby boomers and Generation X-ers, their grandchildren’s classrooms are almost unrecognizable. Whether communicating with peers about assignments outside of class, accessing digital content in the classroom, or connecting with classrooms across the globe, technology is ubiquitous in the tools and resources teachers and students use every day. Districts that implement digital convergence with fidelity will see a district leadership communicates with all stakeholders on a regular basis about the ever-changing landscape of technology and how it affects learning. The district’s Theory of Action will be updated to reflect the learnings from the first several years of implementation and the new needs of society. The district’s instructional model will be clearly evident in every classroom. As technology adapts and changes, the district will refine its instructional model to meet these needs. The district will have several fully blended courses in place. Classrooms will show evidence of student-driven learning high levels of rigor. The district will have developed a process to update and monitor curriculum in a timely and relevant way. Rapid feedback and deployment of curricular resources will exist, and blended units in all courses and subjects will provide opportunities for students to be creators of content through authentic problems as well as mastery core content knowledge. The district’s digital ecosystem will become a multi-vendor, interconnected and interactive tool that meets the needs of a diverse group of stakeholders. As new technologies become available, the ecosystem will be nimble enough to integrate these tools within the structures of the ecosystem. The district’s Professional Learning Team will continuously monitor curriculum adjustments, technology upgrades/changes, and best practices for instructional design and delivery. All teachers and administrators will have become liter

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:

Thomas G. Reed, Ph.D. Executive Director 614.542.4120 tom.reed@escco.org

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 if 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.

An internal, comprehensive program evaluation will be led by Dr. Thomas Reed. Since internal evaluations are less costly, a greater share of grant resources will be allocated to program activities. The mixed-methods evaluation plan will test the following assertions: 1) The level of success of digital convergence in a district is predicted by the capacity and commitment of district leaders to lead it. 2) The quality of a district’s digital convergence strategy is determined by availability and application of digital convergence tools, resources, and rubrics. 3) A statewide digital convergence strategy can be effectively led, supported, and monitored by a regional system of centers specializing in and aligned to a gold standard digital convergence framework. To determine whether or not the project is successful, the evaluation plan will measure to what degree the following are evident: 1) District leaders seek out regional digital convergence technical assistance, tools and resources and will actively engage in digital convergence knowledge sharing and networking. 2) District stakeholders (principals, teachers, students, parents, community representatives, business representatives, etc) demonstrate a sense of urgency for managed digital convergence as a necessary means to achieving desired learning outcomes and will actively engage in training to build capacity to lead and participate in it. 3) Viable, self-sustaining regional structures competitively serve school districts in each region of the state and consistently demonstrate organizational capacity to facilitate, support, and evaluate digital convergence at a district, county, and regional level. The evaluation team will collect the following for each Regional Digital Convergence Center as well as for each district it serves: 1) Modern Teacher Digital Convergence MT1 Dashboard self-assessments Stages 1-7: QUANTITATIVE A) Data will be reported and analyzed by district for change over time beginning with the initial self-assessment serving as the baseline. B) Data will be aggregated, reported, and analyzed by cohort and examined for cohort effects. C) Data will be aggregated, reported, and analyzed by region and examined for regional effects. D) Data will be aggregated, reports, and analyzed for all participating districts in the state and examined for year to year effects. 2) Evidence of implementation with fidelity QUALITATIVE The evaluation team will compare MT1 dashboard self-assessments with the evidence record compiled by the district and collected and reported by the RDCC. The evaluation team will interview district leaders and stakeholders annually to assess adherence to the Digital Convergence framework and implementation of tools and resources with fidelity. 3) Customer service ratings and responses for each regional center by digital convergence driver disaggregated by district QUANTITATIVE Digital Convergence team members in each participating district will complete two assessments per year regarding the capacity, competence, and customer service of each RDCC. This data will be used to measure the effectiveness of the center and will also be used by the steering committee to determine if any changes or modifications in the project are necessary. Assessments items will be scored on a scale of 1-7 with clearly defined indicators for each level. Respondents will only rate observed behaviors of the center staff. QUALITATIVE The evaluation team will further assess the effectiveness of the regional system by validating RDCC assessment results with interview responses from district leaders and stakeholders. Interviews will be conducted in May and June of each sustainability year. The evaluation team will also collect and report data aligned to ODE’s Straight A online Compliance TrackingSystem: Student Data, Teacher Data, Instructional Supports, Connections and Outcome Data.

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.

Across the United States, the K-12 school system is undergoing fundamental change in the shift toward the modern learning environment. School leaders are now collaborating with entrepreneurs and researchers to redesign existing school structures and business models.
Meanwhile, teachers are connecting locally and nationally with other educators to share resources, strategies, and advice on how to use technology effectively in the classroom. And students are collaborating with classmates and other learners to create knowledge in ways never before possible. Using technology, these stakeholders are removing traditional boundaries in time and space, promoting unprecedented visibility and awareness across the K-12 system. Technology has long disrupted industries to bring greater consumer focus. No example is more recent than its impact on healthcare. Digital resources fundamentally changed the dynamic between patients and caregivers by removing traditional boundaries to information exchange. Before technology, caregivers controlled the flow of knowledge and governed treatment decisions. The advent of technology caused this balance to shift, offering patients new levels of awareness, access to resources, and a new voice in their treatment decisions. Like patients, students of K-12 schools are discovering similar benefits created by digital tools, as they gain unprecedented access to resources and information that were constrained by traditional learning models. Technology’s disruptive impact is creating the need to redefine existing roles and structures in the shift toward student-centered learning.

Digital Convergence is the fundamental change occurring in the K-12 school system. A regional system to support Digital Convergence is the most viable strategy for ensuring full integration of Leadership, Instructional Models, Modern Curriculum, Digital Ecosystem, and Professional Learning and to redesign existing infrastructure and resources to support modern learning.

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).

Thomas G. Reed, Executive Director
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<th>Consortia Contacts</th>
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No consortium contacts added yet. Please add a new consortium contact using the form below.
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<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
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<th>IRN</th>
<th>Address</th>
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<tbody>
<tr>
<td>Shawn</td>
<td>Smith</td>
<td>773.910.6682</td>
<td><a href="mailto:shawn@modernteacher.com">shawn@modernteacher.com</a></td>
<td>Modern Teacher</td>
<td></td>
<td>4600 S. Ulster St., Suite 1050, Denver, Colorado, 80237</td>
</tr>
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<td>Last Name</td>
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<tr>
<td>Lori</td>
<td>Dray</td>
<td>Director, Instructional Technology</td>
<td>Lead and facilitate digital convergence assessments and activities related to the digital ecosystem.</td>
<td>Apple Certified Trainer Google Apps for Education Certified Trainer Microsoft Certified Trainer</td>
<td>Implemented 1:1 program in Galion City Schools Assisted Upper Arlington with Digital Convergence Planning and deployment of 1:1 in Big Walnut</td>
<td>BS, Administration and Computer Science, West Liberty Univ.</td>
</tr>
<tr>
<td>Teresa</td>
<td>Dempsey</td>
<td>Director of Professional Development</td>
<td>Digital Conversion Specialist for Professional Learning Facilitate assessment of district professional learning plan and implementation as it supports digital teaching and learning</td>
<td>Elementary teacher Instructional Specialist, Science Education Adjunct Instructor, University of Dayton and Ashland University</td>
<td>BIE National Faculty PBL PLC Facilitator Rubric Designer Onsite PBL Coaching PBL School-wide Implementation Planning</td>
<td>B.S. - Elementary Education, Reading M.S. - Curriculum and Instruction, Science Ph.D. - Educational Leadership</td>
</tr>
<tr>
<td>Mindy</td>
<td>Farry</td>
<td>Contractor</td>
<td>Leadership specialist: Lead training and development regarding leadership and digital convergence. Facilitate self-assessment in leadership dimensions.</td>
<td>Principal Licensure Program, Ashland University High School English Teacher (15 yrs), Whitehall-Yearling High School High School Assistant Principal (4 yrs), Whitehall-Yearling High School High School Principal (5 yrs), Whitehall-Yearling High School High School Principal (6 yrs), Olentangy High School</td>
<td>Adjunct Professor (25 yrs), Columbus State Community College Supervisor for Student Teachers and Administrative Interns (7 yrs), Mt. Vernon Nazarene University and Ashland University Trainer (7 yrs), Educational Service Center of Central Ohio (Substitute Orientation; OPES; OTES; PBL) School Improvement Specialist (2 yrs), Buckeye Community Hope Foundation Education Division</td>
<td>B.S., Education, The Ohio State University M.A., English Education (concentration in American Literature), The Ohio State University</td>
</tr>
<tr>
<td>Tom</td>
<td>Reed</td>
<td>Executive Director</td>
<td>Project supervisor, grant contact, lead evaluator. Budget/Grant Oversight Track and verify all partner/district expenditures, Monitor/approve all requisitions and purchase orders, Create monthly, quarterly, annual fiscal monitoring reports Budget Development</td>
<td>2006-Present, Executive Director, ESC of Central Ohio, Columbus, OH; Plan, implement, and monitor evidence-based professional learning, educator quality, and Turnaround, Transformation, and Innovative school improvement initiatives</td>
<td>Strategic Data Fellow, Center for Education Policy Research, Harvard University, Cambridge, MA; The Strategic Data Project (SDP) trains data strategists with superior skills in collecting, analyzing, and communicating</td>
<td>Ph.D., Educ. Ldrshp, Ohio State Univ., 2006 M.S., Educ Admin, Univ. of Dayton, 1994 B.S., Elem Education, Ohio State Univ., 1985</td>
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Compile budget information for CCIP, Set up and maintain program budget, Ensure alignment with appropriate USAS codes, Submit budget modifications, Maintain detailed record of budget changes Invoice/Billing Oversight Invoice Straight A Fund for actual expenditures, Collect and document invoice detail, Respond to grant partner questions regarding reimbursement Contracting Develop contracts for grant partners, consortium districts, sub-contractors, Track completion of contract deliverables Communications and Correspondence Ensure adherence to open meeting law, Respond to FIA public records requests as required, Serve as point of contact for Ohio Department of Education, Auditor of State, Office of Governor, Ohio General Assembly Responsibilities Specific to Lead Applicant Enact required compliance audits, Ensure compliance with competitive bidding practices, Complete/submit reports to ODE and/or the Straight A Governing Board and support with appropriate documentation Maintain and provide access to records as ODE or the Straight A Governing Board and authorized representatives conduct audits authorized by state statute, Ensure that no person is excluded from participation from grant related activities on the ground of race, color, national origin, handicap or sex, Cooperate in evaluations as requested by ODE or on behalf of school districts, community schools and the Ohio Department of Education. Supervise and collaborate with consultants and contractors in the areas of standards-based instruction and assessment, gifted education, school leadership, accountability and data, STEM, dual enrollment, and blended learning. Served as principle author and project lead for more than $30M state and federal grants and foundation proposals. Manage 21 budgets annually from both state and federal sources, grants, and contracts. 2005-2006; Principal, Beechcroft High School, Columbus, OH; Managed daily operations for, provided visionary leadership to, and ensured safety and academic success of 850 students served by 65 certificated faculty and 18 classified staff in a college preparatory urban high school. 2003-2005; Novice G. Fawcett Scholar, Ohio State University, Columbus, OH; Served as an administrative and quantitative research assistant to Dr. Wayne K. Hoy, Novice G. Fawcett Chair of the College of Education, School of Educational Policy and Leadership. Examined effects of leadership of academic performance and identified indicators of success in high-performing schools. 2001-2003; Superintendent, Jackson Center Local, Jackson Center, OH; Developed and delivered evidence-based instruction, intervention strategies and enrichment activities for middle grades learners in math, English language arts, and social studies.
| Megan Ash | Coordinator of Digital Learning and Training | 12 public school district, managed the district's operating budget, facilities, and support services, successfully planned, passed, and executed an Ohio School Facility Commission (OSFC) construction project, and recruited, selected and supervised certificated and classified employees. | the Straight A Governing Board, Ensure all grant partners comply with laws relating to privacy and protection of individual rights (FERPA), Maintain records for five years following completion of grant activities |

**Megan Ash**
Coordinator of Digital Learning and Training

- Instructional Model Specialist
  - Focus on significant content and success skills
  - Opportunities for real-world application
  - Authentic learning experiences and products
  - Increased student engagement

- Secondary Language Arts Teacher
  - Online Facilitator
  - Instructional Supervisor

- PBL 101 3-Day Academy Trainer
- PBL 101 Blended Learning Academy Facilitator
- PBL PLC Facilitator

- B.S., Education | Ohio University
- M.S., Strategic Leadership | Mountain State University

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