Budget

Fairborn City (043968) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (131)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	100,000.00	0.00	731,000.00	0.00	831,000.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	55,000.00	55,000.00	59,000.00	0.00	169,000.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	155,000.00	55,000.00	790,000.00	0.00	1,000,000.00
						Adjusted Allocation	0.00
						Remaining	-1,000,000.00

Application

Fairborn City (043968) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (131)

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 Anytime Learning Communities-Creating Capacity to SOAR

2. Project Tweet: Please limit your responses to 140 characters.
Build anytime tech access,capacity & career readiness through blended learning, integration, industry credentialing & Interactive Media HUBS

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.*

Grant Year

Pre-K Special Education	K	1	2	3
4	5	6	7	8
309 9	267 10	194 11	204 12	

Year 1

Pre-K Special Education	K	1	2	3
342 4	322 5	316 6	269 7	277 8
309 9	267 10	194 11	204 12	

Year 2

188 Pre-K Special Education	332 K	363 1	329 2	328 3
342 4	322 5	316 6	269 7	277 8
309 9	267 10	194 11	204 12	

Year 3

188 Pre-K Special Education	332 K	363 1	329 2	328 3
342 4	322 5	316 6	269 7	277 8
309 9	267 10	194 11	204 12	

Year 4

188 Pre-K Special Education	332 K	363 1	329 2	328 3
342 4	322 5	316 6	269 7	277 8
309 9	267 10	194 11	204 12	

Year 5

220 Pre-K Special Education	332 K	363 1	329 2	328 3
342 4	322 5	316 6	269 7	277 8

309 9	267 10	194 11	204 12

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.

Creating Capacity to SOAR" (Students Occupationally & Academically Ready) focuses on access to technology, blended professional development (PD) for Interactive Media HUBS (IMH) to support needs of students/local economy. We will build teacher tech fluency/capacity with integration of blended PD for digital anytime learning, coupled with an infusion of technology not available at this time. Initially we will impact 134 teachers/1,108 students. A Technology Integration Coach (TIC) will work to increase technology fluency/capacity-using online programs/in person PD for a differentiated/blended approach for technology fluency-building capacity with creation of SOAR teacher tech teams, providing support district wide. Creating a IMH provides options for students to become credentialed-creating a pipeline to fuel our local economy with industry-recognized credential programs to increase graduation rate & fill local jobs. Our IMH will open after school for job training/career counseling.

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

First and last name of contact for lead applicant
Pam Gayheart

Organizational name of lead applicant
Fairborn City Schools

Address of lead applicant
306 E. Whittier Ave

Phone Number of lead applicant
937-878-3961

Email Address of lead applicant
pgayheart@fairborn.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

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

Schools with great pride and spirit A school system which is home to Wright Patterson Air Force Base One Technology Supervisor for a district of over 600 staff and 4200 students One classified tech staff member to support technology infrastructure Limited access to technology Lack of career-tech training to fill our local economic needs An 88% graduation rate Gap for Economically Disadvantaged in Reading and Math Lack of technology integration by teachers A tech survey shows that over 50% of staff aren't prepared to integrate technology. Only 35% integrate student centered technology (SCT) on a weekly/monthly basis and 45% never utilize SCT. Another 65% requested PD on using technology as a problem solving tool with students. Our teachers believe that classroom technology is essential for students success however, the barriers of inadequate PD, lack of devices and devices that don't work, hold us back. The current digital divide is widening in our schools. This is our current state

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

For many years, the GM plant in Dayton employed many of our children's grandparents and parents. The jobs were manufacturing/production line work in nature and employees earned a fair wage with benefits-without a college education. With changes in the global economy, the company did not change for years despite changes in manufacturing, robotics and the need for change in the union structure. No one believed that GM would ever close and it did; leaving thousands without jobs and a massive structure empty-impacting jobs, the local economy and the future viability of the entire Dayton region. There is a frightening similarity in what happened with GM and what is happening in our school district. We are home to Wright Patterson Air Force Base, many local contractors and manufacturers who need a skilled labor force with technology-rich skill sets. NuVasive's home is in our community. They can't fill current jobs due to lack of specific technology and manufacturing training. Fuyao is now housed in the former GM structure with new jobs and skill sets that our students must have and can have through our collaborative work efforts. Our goal for this project is to move aggressively and SOAR to the future. With access, training and opportunities for teachers and students: We will provide online courses through ILEARNOhio for teacher professional development to build teacher technology fluency capacity and will combine this effort with our face-to-face professional development opportunities utilizing our TIC. We will grow our teacher confidence and proficiency in the use of technology supported educational tools with support from our TIC to provide the access to and frequency of direct PD to support teachers in the classroom. Instructional staff will receive a Chromebook for their professional development and curriculum integration needs creating a 1:1 environment. Based on a teacher survey, 95% of our teachers strongly agree that technology is essential for student success. 95% stated that technology will improve their ability to teach; yet over half of our staff is either basic or developing in technology based learning. Our students must have daily/regular access to technology to work in collaboration with each other in order to have the technology skill set and comfort to train for the local job market or to attend college. 56% of students surveyed stated that their access to technology is not adequate; and 24% do not have access to technology outside of school. With the integration of 1:1 technology at the high school, the creation of IMHs and Identification of community wifi locations (SKYfi), access will be provided 24 hours a day; 7 days a week; 365 days per year. With the addition of our Interactive Media HUB we will provide after-school access to career-tech training, GED options and a safe environment for our students and community. The influx of 1:1 technology for our digital natives/millennials to provide access to technology-combined with a blended professional development plan to build capacity with our teaching staff SOAR teams will build not only student capacity but teacher capacity as well. Our IMH will open up our Media Center to assist with online training to meet local manufacturing needs via online training and credentialing programs through a partnership with Clark State to support and fuel our local economy. The identification of local SKYfi hotspots will enable our students to utilize their technology throughout our community and build connections between our local students, businesses and families.

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.

Increase graduation rate by providing assistance toward alternative path to graduation:The partnership with Clark State and IMH, gives students the opportunity to earn technical certificates leading to future job opportunities. We will offer industry-recognized credentialing to achieve workforce readiness; increasing the number of students who graduate on time. Increase Economically Disadvantaged Reading & Math Achievement: Providing 1:1 technology access to High School student increases access to technology removing the technology gap for Economically Disadvantaged students, 55% of our population. Increase students ability to use technology in real-word applications & collaborative problem solving: TIC and 1:1 technology at the high school will remove barriers preventing staff from integrating technology to solve real-word problems with students. By combining grant/district funds we will have 1:1 technology in grades 3-12. We will then focus on increasing K-2 from 20:1 to 1:1 access.

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.

Teaching staff must have technology fluency to meet student needs to prepare for the future. An increase in blended professional development opportunities combined with a cultural shift from traditional teaching to blended learning/Interactive Digital Hubs IDH-will provide opportunities for both teachers and students to be successful. The National Education Technology Plan (NETP) states that technology is no longer presented as simply a tool to enhance learning; technology provides a multitude of means to represent/express information. The NETP (4/19/16) states "the importance of preparing teachers to teach effectively with technology and to select engaging/relevant digital learning content is key. To create a "future ready" environment-we have to change the culture for students/teachers to change how they teach/learn and support risk-taking and innovation". While our assumptions are based on research, they are the key to our success in this project and the success of our students.

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 district is currently utilizing a limited number Chrome carts to provide technology to the classroom. These Chrome carts are supported by one district technology supervisor-without targeted/regular professional development or support. The district piloted blended learning courses at the high school level-without professional development/support. Research shows that our district is not "Future Ready" with the lack of technology, professional development and access to credentialing. The NETP outlines a path for all those involved in American Education to "ensure equity of access to transformational learning experiences enabled by technology. Further, high-quality educational opportunities rely on high-quality digital learning materials. As we look at distribution of resources, we are working to create an environment which builds capacity and options for both students and teachers. We are working to establish a culture that can change readily to adapt to the needs of our teachers, students and local workforce. Shapley, Sheehan, Maloney and Caranikas-Walker's (2010) quantitative research on 1:1 technology found that students who use laptops for homework in core subject areas or for educational games correlated highly with their reading and math achievement scores.-to higher scores. The strongest positive predictor of student academic achievement was laptop use outside of school (Rosen and Manny-Ikan, 2011). Clariana's (2009) research demonstrated the value of 1:1 access finding that students in schools with 1:1 laptops performed better than those in schools with 1:5 laptops (our situation in worse with our current use of Chromecarts). Schnellert and Keengwe's (2012) literature review on 1:1 laptop initiatives found that "a number of barriers to successful technology integration were driven by a combination of internal and external factors, including lack of support from administration, negative

staff attitudes, and lack of knowledge toward computers; problems with time; access; curriculum integration difficulties and lack of technical support-focusing on technology as a practice to be used rather than a tool to be learned." Research has also shown that providing wrap-around services-integrating student supports that connect school with home life, such as computer training, helps to close the gap between home and school use. (Clark&Gorski, 2001; DeGennaro, 2010). We do not currently offer any 1:1 access or career certifications however, our STEM classes are thriving, we need to expand career tech opportunities for students. Research shows that there are differences in the ways that students choose, or are allowed to use, technology once they have physical access. This use is influenced by the students' purposes for using technology, their socioeconomic status, the socioeconomic status of their school, and the ways in which their teachers understand and use technology (Garland&Wotton, 2001; Swain&Pearson, 2003; Watters, 2013). Students in low socioeconomic schools appear to use computers more for drill and practice (memorization) rather than on higher order thinking strategies or production of materials. (Banister&Reinhart, 2011). In a 2004 study with students, examining digital skills development and retention over a ten-year period, two thematic categories emerged. The first of these two themes is one's personal motivation for computer use in school and later in life. A student reflected, "I think that the school laptop program was beneficial because it fostered an interest for school and led to more dynamic and interactive learning; the ability to use technologies is learned and it is a skill that you carry through to adulthood. Digital skill development and retention is the usefulness of computer use in school and later in life." Computers made school life easier by affording all kinds of efficiencies-this is what our students are not experiencing!

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).

Utilizing our CCIP, District Ohio Improvement Plan (OIP), & survey data we will: Show an increase in our graduation rate by 5% over the next 5 years. Show an increase in our Economically Disadvantaged Subgroups reading/math achievement scores by 3% a year over the next 5 years. Show an increase in teacher access and use of instructional technology/anytime access to technology by 5% a year over the next 5 years. Show an increase in student technology access & use for instructional use. Show an increase in teacher technology skills through the use of blended technology PD sessions in and outside of school hours by 10% a year over the next 5 years. Show an increase in students who receive career technical credentialing to 15% in year 5 Show an increase in students who utilize the IMH after school hours for projects, collaboration, career tech training to 15% in year 5. Identify SKYfi partnerships.

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

Utilizing our OIP & survey data we will: Increase our graduation rate from 88% to 93% by the end of the grant. Increase in our Economically Disadvantaged Subgroup reading achievement scores from 74% by 3% a year over the next 5 years. Increase in our Economically Disadvantaged Subgroup math achievement from 69.5% scores by 3% a year over the next 5 years. Increase teacher anytime access and integration of instructional technology from 48% by 5% a year over the next 5 years. Increase student technology access & use from 44% by 5% a year over the next 5 years. Increase teacher technology skills through blended technology PD sessions in and outside of school hours from 34% by 10% a year over the next 5 years. Increase students who receive career technical credentialing from 0% to 15% in year five. Increase students who utilize the IMH after school hours for projects, collaboration, career tech training from 0% to 15% in year five. Identify 20 community SKYfi partnerships by year 5.

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

Our District Leadership Team (DLT) and our SOAR Grant team will meet on an annual basis to utilize CCIP, OIP, Decision Framework and survey data to monitor our progress. We will look at survey data from both teachers & students to improve our program access to and use of technology. We will analyze graduation data/job placement data to look at our career tech after-school credentialing program. Through this analysis we will make adjustments in the implementation plan. Possible alterations to the course of action could include: a change in the PD delivery, a change in building focus, an increase in classroom coaching, create opportunities for students to lead PD for peers and staff, expand partnerships in our local community with both manufacturers and identified SKYfi partners, expansion of college partnerships, continue building capacity within our district, explore other credentialing program options. These decisions will be made in partnership with our DLT through data analysis. As we build capacity our needs will change and may be in different places. We will be ready to meet these needs through a flexible plan. The TIC will be able to move locations for coaching but will provide services throughout the district through blended PD. At the end of each school year we will adjust the plan for the next year based on -Wealth of data -Student 1:1 use -Technology integration -Use and implementation of PD -Use and implementation of resources and materials -Number of student credentialed -Outreach and communication about credentials -Technology Access in and out of school -SKYfi partnerships -SKYfi partnership use -ILEARNOhio use -Quality and content of PD -Internal and external communication

☑ 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.

Decrease the district general fund technology budget: By purchasing needed equipment through this grant we will reduce the general fund capital outlay by $160,000 each year. Our current ability to access, integrate, innovate and implement 1:1 technology is nonexistent at this time. Another outcome of the spending reduction is that we will have the funds to match the needs of our local manufacturing needs with credential training to make our student employable. This will help our local economy and provide our students with real word training. As we build capacity with students and teachers we have the potential to grow our local economy and provide the education for our students to prosper in a technology rich work environment.

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.

We are assuming the district 5 year forecast will not sustain substantial changes We are assuming a shelf life of 5 years for chrome We are assuming a replacement rate of 20% for the last 2 years of the grant (we are purchasing a 5 year warranty) We are assuming no major changes in technology costs We are assuming that the local manufacturing technology needs can be met through the credential program We are assuming that our current technology infrastructure can handle the increase in traffic We are assuming that we can reach our

technology integration capacity within 5 years thus removing the position of the TIC (which is funded by the general fund) We are assuming the technology purchased for the Interactive Media Hubs will still be relevant in 5 years We are assuming teachers will utilize the ILEARNOhio during their own time reducing a loss of instructional time

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

It is difficult to test these assumption through pilot implementatin in a distirct with limited technology and resources.Technology has been an afterthought in our financially strained district. The current state of technology access and support provides a clear picture of this. We are still taking State Assessments paper pencil. In a district of 4,200 student with 4 buildings, for the past 10 years we only had $10,000 budgeted per building for technology due to district financial constraints. Private citizens started a matching technology grant fund to begin building our technology capacity. Due to a lack of funds we typically had only 1 computer for each classroom. Students have limited access to technology in the classroom and have no technology to take home. We have limited access to media centers for our students and staff due to budget constraints. Recently we began purchasing chromebooks. This has been a slow but cost effective endeavor. Chromebooks cost less than other devices We have become a Google district in our efforts to reduce costs and still move forward with technology We have outfitted all of our building for wifi capability Our assumptions and project goals are well supported in reserach. Research supports the use and impact of technology in the classroom for both students and teachers. There are numerous research studies that cite how teachers can be a major supporting or limiting factor on how students use technology (Schnellert&Keengwe, 2012; Thomas, 2007, 2008; Wenglinsky, 2005; Wiburg, 2003). Ritzhaupt (et al. 2012) states that "teacher use of technology strongly and positively explains classroom technology integration and student use of technology. Further, how a teacher integrates technology into the classroom explains how frequently students use technology in a school setting". It is imperative that our teachers learn to use and are comfortable with technology use in order to integrate technology in the curriculum and extend technology use to students. Our district can be described as a high poverty, low soci-economic district. In Warschauer & Matuchniak's (2012) research they found that "Inequities also exist in school. Schools that serve a student population with lower socioeconomic status tend to have less stability in terms of teaching, administrative, and information technology support staff, which makes planning difficult and leaves teachers less confident due to lack of professional development and technical support". Dolan (2016) found "Research reflects the actual use of technology is heavily influenced by the socioeconomic status of both the individual and the school they attend; the chasm between students' out-of-school and in-school uses of technology; the knowledge and influence of the teachers in their school that supports or limits students' use of technology; and the physical limits to the technology constrained by funding, scale of bandwidth and security concerns of school districts."

300000 iv. Please enter the Net Cost Savings from your FIT.

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

Per the FIT our budget reduction will be in the capital outlay line item.

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

We are assuming the district 5 year forecast will not sustain substantial changes. If our assumptions prove wrong and the district 5 year financial situation is not positive we may not be able to assume the financial costs associated with this project. If our assumption proves false and we don't get a shelf life of 5 years for chromebooks we will need to adjust the district budget to purchase replacement chromebooks. If our assumption proves false and our replacement rate exceeds 20% for the last 2 years of the grant we will need to adjust the district budget to purchase replacement chromebooks. If our assumption proves false and there is an increase in technology costs we may have difficulty meeting replacement needs. If our assumption proves false and the local manufacturing technology needs cannot be met through the credential program we will investigate different options. If our assumption proves false and the current infrastructure cannot handle the increase in technology traffic we will need to make changes based on our current budget. We are assuming that we can reach our technology integration capacity within 5 years thus removing the position of the TIC (which is funded by the general fund) if this is assumption is not true the future of the position will be decided based on current budget. We are assuming the the technology purchased for the Interactive Media Hubs will still be relevant in 5 years If this assumption proves false we will need to make decisions about how to update the hubs with existing general funds. If our assumptions prove false and our teachers will not utilize the ILEARNOhio during their own time reducing a loss of instructional time we may have to do it during instructional time given the availability of PD funds.

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

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

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

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

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

☐ d. Implementing a shared services delivery model

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

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

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

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

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

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

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

☑ a. New - Never before implemented

☐ b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

☐ c. Replication - Expansion or new implementation of a previous Straight A Project

☐ d. Mixed Concept - Incorporates new and existing elements

☐ e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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

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

Enter Budget

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.

100,000-Instructional Services-professional development to support teacher integration of technology; to build SOAR teacher tech integration teams at each building 691,000-Instructional Equipment-to provide access to technology for both teachers/students 55,000-Professional

Development Purchased Services 55,000-Professional Development Supplies 59,000-Professional Development Equipment The detailed budget includes: *$100,000 for credentialing through Clark State Community College *$424,000 Chromebooks for 1:1 technology infusion at Fairborn HIgh School *$17,000 for Interactive Media Hub at Fairborn High School-technology instructional tools *$13,000 for Interactive Media Hub at Baker Middle School-technology instructional tools *$9000 for Interactive Media Hub at Fairborn Intermediate School-technology instructional tools *13,000 for Interactive Media Hub at Fairborn Primary School-technology instructional tools *$5000 for Interactive Media Hub at Wright Campus-technology instructional tools *9000 for Flat Panels to be used for Professional Development-district professional development *$64,000 51 Projectors for Fairborn High School-projectors in all classrooms for technology integration/use *$80,000 64 Projectors for Baker Middle School-projectors in all classrooms for technology integration/u*$44,000 35 Projectors at Fairborn Intermediate School-projectors in all classrooms for technology instruction/use *$45,000 36 Projectors at Fairborn Primary School-projectors in all classrooms for technology instruction/use *$17,000 13 Projectors at Wright Campus-projectors in all classrooms for technology instruction/use *$50,000 to purchase 200 Chromebooks for Staff Professional Development and Instructional Use-Teachers/Aides *$110,000 Professional Development Purchased Services-Consulting fees/meeting supplies/substitute costs

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.

90,000.00 a. Sustainability Year 1

90,000.00 b. Sustainability Year 2

90,000.00 c. Sustainability Year 3

90,000.00 d. Sustainability Year 4

90,000.00 e. Sustainability Year 5

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 district will have a decrease in cost of capital outlay in Fiscal Year 2018, 2019, 2020, 2021, 2022 The district currently has planned expenditures for technology for purchasing Chromebooks and equipment to implementation of 1:1 in the district. With the addition of the grant the district will see a savings through fiscal year 22 by reducing technology expenditures. The implementation of this grant will add the following costs: Through fiscal year 2022- Technology Integration Coach (TIC): 70,000 each year for salary/benefits Purchased services an additional cost of $20,000 each year for credentialing program through Clark State The district does not anticipate a cost increase in replacement between 2018-2023 due to the addition of the 5-year warranty for Chromebooks Total anticipated additional expenses for 2018-2020 are $90,000 each year and the total additional expenses for 2021-2022 are $151,200 each year With the savings from capital outlay, this grant will allow the district a net savings of approximately $300,000 over a five-year period which demonstrates its sustainability.

100 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.

The district currently has planned expenditures for technology for purchasing Chromebooks and equipment for implementation of 1:1 in the district. With the addition of the grant the district will see a savings through fiscal year 2022 by reducing technology expenditures.

0 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.

No reallocation of funds is expected. However, we expect savings through the district's current planned expenditures for technology. This includes purchasing Chromebooks and equipment to implement 1:1 in the district. With the addition of the grant the district will see a savings through fiscal year 2022 by reducing technology expenditures of approximately $300,000.

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 RangeJune 2016-December 30, 2016

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

Upon notification of Grant award we will communicate with our teachers and explain the grant goals and plan from the application. During the initial planning stage of the grant we will begin with the purchase of our 1:1 technology and Chromebooks for the high school. The goal will be to have the Chromebooks ready for students to take home by the end of the first quarter. For this to happen we will need to purchase the Chromebooks before August 15th. The quote for our Chromebooks includes basic setup so that we will have minimum setup at the district level to save time. We will also need to barcode each Chromebook for tracking purposes before they go out to students. A district Take Home Technology Agreement will need to be developed for families to sign before Chromebooks are distributed. The Posting for the TIC will go out in early July. This will give us the opportunity to interview candidates and select the TIC before school starts. The TIC will begin the school year with the rest of the teaching staff. At this time the will become an integral part of the grant team and lead the development of the complete implementation plan through the LEAN Process. A Grant Team meeting, including our external partners, will be held within the first 3 weeks of school to begin the LEAN Process of planning our complete implementation. The TIC will develop surveys for students and staff to plan PD and collect data to evaluate the plan. The baseline survey will be given during the first quarter of the 2016-17 school year. A SKYfi map and logo will be developed to promote our community SKYfi partners.

22. Implementation(grant funded start-up activities)

a. Date RangeJuly 1, 2016-June 30, 2016

b. Scope of activities - include all specific completion benchmarks

Our first priority will be to deploy 1:1 technology at the high school. This will be completed by the end of the first quarter of the 2016-17 school year. The high school IMH will also be setup and ready for teacher use by this time. The IMH at the other buildings will be ready for use by the end of the second quarter. The TIC will hold face to face PD sessions at each building on the use of the IMH before the end of the second quarter. There will be ILEARNOhio PD sessions on the use of the IMH at this time. By the end of the 2016-17 school year the TIC will have developed ILEARNOhio PD sessions, coached in classrooms at the high school, held face to face PD with teachers at the high school on Technology Integration, worked with Clark State to develop the Career Tech Certification program and developed a plan for the high school SOAR teacher teams. As part of our communication/partnership we will identify SKYfi locations and build partnerships. During the next 4 years of the grant we will continue to support the high school through the building of the SOAR teams and continued PD with the TIC and ILEARNOhio. We will also begin establishing 1:1 technology for grades 3-8 through district funds. The TIC will begin coaching teachers in the other buildings on Technology Integration. This will be done through ILEARNOhio, face to face PD, developing building SOAR teams and classroom coaching time with Integrated lessons. To grow our Career Tech Certification program we will hold community meetings to promote the program. We will continue to add SKYfi partnerships as local businesses add wifi hotspots.

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

a. Date RangeJuly 1, 2017-June 30, 2022

b. Scope of activities - include all specific completion benchmarks

After the 2020-21 school year we will finalize the evaluation of our program. The evaluation will be completed through the OIP, decision Framework and surveys that we will give throughout the grant process. We will communicate the final evaluation of the program at the 2021 October Board Meeting. This will give us time to properly and completely analyse all of the data. The final evaluation will also be reported to ODE. As teachers and students recognize the power in technology rich lessons they will become a regular tool in their toolbox. To continue to support Integration we will continue to support the building SOAR teams, after 5 years these teams will be a part of our technology culture in the district and will continue to support the integration of technology through all grade levels.

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:

The infusion of technology access, training, and integration will critically change instructional practices and opportunities for teachers and students. Key to this change is professional development for teachers. Teachers will not only learn how to use new technology but will learn how to integrate technology into their instruction. Online courses through ILEARNOhio will build teacher technology fluency & capacity. Additional face-to-face professional development opportunities & support from a TIC will help grow teacher confidence and proficiency. Quality instruction will result from teachers who are confident in their own technology skills, have training and support in technology integration/differentiation, and have anytime access to technology for use for themselves and students. Research supports that teachers identify teacher training and professional development as important factors which can increase the likelihood that they will actively integrate technology in their classrooms. (Harper & Milman, 2016). Technology access, integration and differentiation are examples of critical instructional changes that will create changes in the students' learning experiences. These instructional changes will provide opportunities for broader and richer differentiation which will impact student learning. We expect the focus and support in the use and integration of technology will foster positive relationships between teachers through the shared experience of professional development and between teachers and students as instruction is more interactive and engaging. Organizational changes and opportunities will result from the creation of Interactive Media Hubs and the identification of SKYfi locations to provide anytime access. Additionally, after-school access to career-tech training for our students will broaden and enrich the focus on career readiness and create employment opportunities for students.

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:

Grant Implementation & Support Team: Director of Curriculum and Instruction: Dr. Sue Brackenhoff Technology Supervisor: Josh Boles Teacher: Jason Skidmore Data Coach: Melissa Williams PR/Grants/Web: Pam Gayheart Evaluation: State Support Team 10-Betsy Apolito Treasurer/CFO: Nicole Marshal Technology Integration Coach (TIC)-to be determined Clark State Community College: VP of Student Affairs Dr. Amit Singh

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.

We will use the the OIP 5 step model, an integrated and researched based approach, and survey data to evaluate the implementation of our grant. Through the OIP process we collect Graduation Rate, Reading and Math Achievement data each year. This annual data will be tracked and evaluated as part of our OIP evaluation plan with the use of the Decision Framework. By the end of the grant we will reach a graduation rate of 93%, an achievement rate in Reading of 89% and 84.5% in Math for our Economically Disadvantaged Subgroup. We will survey students and staff at the beginning of the grant process with a district designed online survey to develop baseline data.We will use this data to track teacher access, teacher technology skills and integration of instructional technology. The student survey will allow us to track changes in student technology access and use. After that we will survey the staff in March and the students in May each year. We expect that 73% of our teachers will integrate technology into their classrooms on a monthly basis by the end of the grant period. With 1:1 technology access we expect to increase, engagement, motivation, integration in students' learning experiences. Our survey will provide us with this information. On a recent survey of our students 85% indicated that technology would enhance classroom instruction. Our goals is to repeat this number when our students actually start experiencing technology in the classroom. Our TIC will track face to face PD and in class coaching sessions through a logbook and signin sheets. Through ILEARNOhio we will track teacher use of our online learning opportunities. Each year we will evaluate the number of face to face PD sessions and the participation rate. We will evaluate the number of teachers taking advantage of the ILEARNOhio classes. Based on the results of the analysis we will adjust our PD options for the next year. A signin sheet at the after school IMH will allow us to track the use of the IMH. The signin sheet will include name, grade, activity, entrance and exit times. This signin sheet will be analyzed each semester to tell us who is using the IMH, how often the IMH is being used, and how it is being used. Each building IMH will have a Google Calendar for teachers to signout the equipment for use. The teachers and students will have a short survey to take after the use of the IMH. Annually the calendar will be used to monitor the use of the building IMH and will be analyzed for patterns of use. The survey data will be analyzed to determine how the IMH is being used and it's effect on student learning. The High School Guidance office will track the number of students who receive career technical credentialing through the Clark State partnership on an annual basis. By the end of the grant period we will have 15% of our high school population receiving career technical credentials. A SKYfi map, which identifies our SKYfi partnerships, will not only help us monitor the number of partnerships but also show our students, staff and community members these locations. This information will be updated on a quarterly basis. By the end of the grant period we will have 20 SKYfi community partnerships. On a monthly basis, the district will utilize the 5 year forecast to show these savings through a line item analysis. The district will track costs related to the program to ensure sustainability. Each year we will present our State of The Grant report to the Board of Education at the June meeting. We will post the presentation on the district web page and publish an updated summary in the district summer newsletter that is sent to the community. A complete analysis of the grant implementation will also be reported to ODE.

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.

Our innovation is enhancing access to and use of instructional technology-currently not available. We will "scale up" our program by starting

with 1:1 implementation of technology at the high school and by growing teacher capacity with technology integration via ILEARNOhio and face-to-face professional development. The creation of teacher SOAR teams enables us to build capacity at the high school and then throughout the district-which could be replicated in other school districts.The grant allows the district to re-distribute funding to other areas of operations; while enhancing technology professional development and technology access for students & teachers within our district.The ILEARNOhio platform provides opportunities to share professional development within the district by building/department and between school districts.The collaboration with Clark State for the addition of online credentialing that supports local manufacturing needs in our community and in the Dayton-region is replicable and shareable. Our commitment to working with our local colleges to promote a credentialing program for our students to help build a meaningful, targeted workforce development program will not only help our students earn certifications and gainful employment, but also help our local economy by providing trained workers for jobs currently available in manufacturing. Our Interactive Media Hub provides technology access for students & teachers and after-school online credentialing programs for youth which can be replicated in other school districts and throughout the state. We will share our planning/implementation via our website-including data from our survey/evaluations as to what has been successful and where we have made changes. We will share our timeline/goals with other districts to build capacity within our region sharing best practices from our implementation and evaluation. We will share success stories via local press and our website and social media outlets.

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).

Ed Gibbons, Interim Superintendent, Fairborn City Schools

Consortium

Fairborn City (043968) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

Fairborn City (043968) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Betsy	Apolito	937-236-9965	betsy.apolito@mcesc.org	State Support Team 10		4801 Springfield Street, , Dayton, Ohio, 45431	

Implementation Team

Fairborn City (043968) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Education**	**% FTE on Project**	**Delete Contact**
Amit	Singh	Vice President of Academic Affairs, Clark State Community College	External advisor Liason to Clark State Community College for career credentialing classes	Singh has a doctorate in economics from Ranchi University in India. He earned a Master of Science in finance at Georgia State University in Atlanta and Master of Business Administration from Salisbury University in Maryland. Dr. Singh also earned a Master of Arts and Bachelor of Arts in economics from Patna University in India and is a graduate of the Management Development Program at Harvard University.	Vice President of Academic Affaris. Leading faculty and program development with a focus on employability and future jobs, while maintaining Clark State's reputation for academic excellence. Managed all academic areas at the largest of Cuyahoga Community College's four-campus system. He worked with both faculty and staff to develop a new Associate of Arts degree program with an emphasis in business. In addition, he led his division in a strategic planning process and successfully coordinated the Higher Learning Commission's approval process to offer two-year degrees at the Brunswick University Center. Prior to joining Cuyahoga Community College, Singh served as dean of the Business and Computer Science division at Montgomery County Community College in Blue Bell, Pennsylvania, where he established both the Center for Entrepreneurial Studies and the Culinary Arts Institute. He previously served as assistant dean of the Business and Social Science division at Darton State College in Albany, Georgia. He has community college experience in a variety of roles including assistant dean, coordinator of an honor's program, faculty advisor and professor of business, economics and finance. He has 11 years of full-time faculty experience and has received the Award of Excellence for Teaching at Kennesaw State University and a NISOD award for teaching excellence.	Doctorate, Economics. Master of Science, finance. MBA. MA & BA in Economics	1	

Sue	Brackenhoff	Director of Curriculum and Instruction	Coordinate implementation team Hire and supervise technology integrationist Monitor teacher access and integration of technology through observations and curriculum content meetings Analyze data Communicate with treasurer's office in monitoring grant funds Coordinate professional development in alignment with technology and content standards	K-8 elementary certification K-12 Special Ed generalist and learning disabilities BS MA Ed, Ed Specialist, PhD 14 years teaching experience 22 administrative experience in elementary education Curriculum Director	14 years teaching experience 22 administrative experience in elementary education Experience in writing and successful award of numerous grants Served on District Technology team 15+ years Curriculum Director	BS MA Ed, Ed Specialist, PhD	5	
Gayheart	Pam	Public Relations, Grant Writer	Communication, planning and implementation coordination with internal and external stakeholders.	14 years of experience with communications, community relations, and grant writing.	14 years of experience with communications, community relations, and grant writing.	BS in Journalism, and MS in Student Personnel Services	5	
Melissa	Williams	Data Coach	Data analysis and evaluation of grant implementation	District Data Coach, working towards a Certificate in Assement and Evaluation. Certified teacher.	25 years of teaching experience, past supervisor of technology.	Bachelor Degree in Elementary Education. Master's Degree in Educational Technology	5	
Josh	Boles	Technology Supervisor	Direct supervisor of all technical aspects of implementation Place technology orders Place, process and assign all technology Provide technical guidnance and suggestions to ensure technology access and utilization by staff and students Draft student Take-Technology Home (TTH) policy and distribute and collect student TTH agreements Oversee technology inventory	MA Ed BS Google Apps for Education Certified trainer 3 years teaching experiences 3 years technology administrator experience	Google Apps for Education Certified trainer 3 years teaching experiences 3 years technology administrator experience Technology Professional Development Experience teaching computer applications Managed migration to Google Apps	MA Ed BS	10	
Nicole	Marshall	Treasurer	Oversee fiscal management of grant budget	CFO/Treasurer for Fairborn City Schools Past Grant	CFO/Treasurer for Fairborn City Schools Past Grant Reader for ODE Assistant	Bachelors in Accounting	1	

			Member of Grant Implementation Team monitoring grant implementation Liason with Superintendent and Board with grant progress	Reader for ODE	Treasurer State Auditor			
Jason	Skidmore	Social Studies Teacher	High School liason for grant implementation Member of Grant Implementation team monitoring planning, implementation, and data/grant analysis	15 years experience in education Experience with Blended Learning Department Chair	Experience with Blended Learning Coordinating Blended Learning in Social Studies department Served on Curriculum Committees Served on textbook adoption committees	M.Ed Education Leadership, M. Ed Classroom Education	1	