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Adjusted Allocation 0.00
Remaining -4,999,759.00
Professional Development

Each school will have enough tablets so that students have access to individual use throughout the school year. In order for AABL to be effective in improving student achievement, teachers must use its technology correctly and consistently. Teachers will need to learn how to use the tablets in the same manner the students will use them. Once they have mastered those initial skills, they will have the capability for real-time interaction with other classrooms or schools, school districts, or content experts. Professional Development is required to be effective in improving student achievement, teachers must use technology correctly and consistently. Teachers will need to learn how to use the tablets in the same manner the students will use them. Once they have mastered these basic skills, they will need to learn to use the tablet as an instructional tool, including integrating it into CMSD's curriculum. To ensure this occurs, CMSD will contract with ideastream, Northeast Ohio's public radio and television broadcasting organization, which also specializes in providing professional development to teachers in the region. Learning options will include in-person classroom sessions.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Eric Siler, WVIZ/PBS ideastream

Michelle Pierre-Farid, Ph.D., is the lead for this Blended Learning project. She has extensive expertise in urban education, and serves as the Chief Academic Officer for the Cleveland Metropolitan School District. Karen Thompson is the Deputy Chief of Curriculum and Instruction, and has extensive experience in large scale development projects, and has provided leadership when the district implemented notebook readers in two of our schools. Joseph Podach, Deputy Chief of Technology for CMSD. Mr. Podach has over 25 years of expertise in implementing and managing large scale technology projects. Eric Siler is the Workshop Coordinator for WVIZ/PBS ideastream, and as a former classroom teacher, he has managed the past seven years face-to-face technology professional learning for several thousand educators per year.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

[ ] Student achievement
[ ] Utilization of a greater share of resources in the classroom
[ ] Spending reductions in the five-year fiscal forecast

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

[ ] New - never before implemented
[ ] Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
[ ] Mixed Concept - incorporates new and existing elements
[ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

The Cleveland Metropolitan School District (CMSD) will introduce blended learning into grades 3-8 through the project, Advancing Achievement through Blended Learning (AABL). AABL will positively impact the achievement of approximately 17,000 students in 72 schools by giving each child access to a tablet computer loaded with textbooks, apps, and appropriate internet capabilities. In addition to purchasing the tablet and apps, dollars from the Straight A Fund will be earmarked for teacher professional development to ensure that the tablets are used effectively. Evolving Pedagogy Technology is only one tool at a teacher's disposal, but it can be incredibly effective and powerful. Blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning and ensure the right resources and interventions reach each student. The concept of blended learning and its models of implementation have led to an evolving pedagogy. Teachers' roles are evolving from lecturer to instructional guide. Independent student work and mentoring are becoming more common instructional strategies. Teachers assess student progress and then use a variety of tools and resources, including digital content, to differentiate instruction in order to address student needs. Classroom Implementation CMSD does not have enough technology to adequately meet the students' needs. In addition, because CMSD is an urban district where 100% of students are considered economically disadvantaged, its students most often do not have access to current technology at home. Through AABL, CMSD will amplify the individualized and classroom-level learning possibilities and access to global academic content for CMSD's lower income, urban students. The tablets and associated curricula and software will serve as an educational and informational equalizer. Each school will have enough tablets so that students have access to individual use throughout the school year. Initially, each tablet will be loaded with grade appropriate textbooks, and learning software for English language arts, math, social studies and science subjects. They will also include educational games, tutoring apps, access to educational videos, and other instructional aids. As students and teachers increase their comfort with and mastery of using a tablet for instruction, the district will examine the feasibility of using the tablet in other areas. The digital curricula will align with the Common Core Standards and the Ohio Learning Standards for all subjects. In addition to serving as a strategy used to teach the standard curriculum, AABL will provide students the opportunity to participate in learning activities once impossible within most of the District. Teachers will encourage team-based activities, and students will simultaneously work on specific parts of projects and share them through cloud-based open source software. Finally, AABL will allow for distance learning opportunities, since CMSD students will have the capability for real-time interaction with other classrooms or schools, school districts, or content experts. Professional Development is required to be effective in improving student achievement, teachers must use technology correctly and consistently. Teachers will need to learn how to use the tablets in the same manner the students will use them. Once they have mastered those basic skills, they will need to learn to use the tablet as an instructional tool, including integrating it into CMSD's curriculum. To ensure this occurs, CMSD will contract with ideastream, Northeast Ohio's public radio and television broadcasting organization, which also specializes in providing professional development to teachers in the region. Learning options will include in-person classroom sessions.
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the implementation plan.

The use of academic technology is growing exponentially as a strategy to enhance curriculum, extend quality instruction, provide immediate feedback, engage and empower students, and redesign schools and classrooms. CMSD needs to better understand the benefits and implementations of these promising practices. One of the strategic imperatives of CMSD’s Cleveland Plan is to deploy and employ academic technology. CMSD’s long-term goal is for modern uses of technology to be embedded into all aspects of curriculum, instruction, and assessment, including a key initiative to explore development of blended learning school models. Through AABL, CMSD will introduce and develop a blended learning approach to its classroom instruction that will create more personalized deeper learning opportunities. This blended learning initiative will lead to the expected increase in student achievement and improve career and college readiness. Using the blended learning concept, AABL will use the following elements to improve teaching, learning, and achievement: Individualizing instruction-Because the tablets will contain educational software and other apps, teachers will be able to use more individualized instruction where the pace of learning is based upon each student’s abilities and interests. Daily use of technology-The purpose of AABL is to consistently use cutting edge technology as an educational tool. Studies have shown high shell schools have experienced drastic increases in student achievement after implementing innovative uses of technology in core subject areas. Implementing e-books-By using both e-books and other supplementary e-textbooks, the student’s comprehension of materials will improve through access to word/concept definitions, virtual labs, videos, educational games, animations and simulations. Contextual learning -Using technology on an individualized and consistent basis allows teachers to present information in a way that encourages students to construct learning on their own. This approach allows for students to lead their own learning. In addition, it is essential to obtain technology that is easy to use. It is critical that technology be easy to maintain and support and that maintenance and support does not increase, as this new technology will replace older technology. CMSD does not anticipate any new/recurring costs.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project?

4,999,759.00  Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the costs of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Contract with WVIZ/PBS ideastream to provide technology training for CMSD teachers: Lead Teacher Training: February 2014 - 144 lead teachers (2 from each K-8 school) will receive one full day of training to learn about the tablets and how to use them for daily classroom purposes so they can serve as models for the teachers in their buildings for device usage and management. Total: $30,240 (144 teachers x $210) Classroom Teacher Training: February 2014. 1017 teachers will receive one full day of training to learn about apps for all subject areas. Teachers will be asked to bring lessons and will be instructed on how to use apps to supplement and enhance their lessons. Total: $213,570 (1017 teachers x $210) Google Institute: June 2014 (one week face-to-face training and 15 hours online). The 144 lead teachers will participate in a week long institute to learn about collaborative online documents. They will conduct research, create blogs and web pages, gather information, write reports and create multi-media projects, engage with online learning tools and learn how to communicate within and outside of the classroom. The goal is to have lead teachers be the teacher leaders for the next five years and to train any new teachers hired to work in their buildings. Total: $90,000 (1,447 teachers x $62.50) Professional Development Coaching: September 2014. ideastream will provide a full day of in-class coaching on using the tablets in the classroom setting. The coaches will address issues that have arisen during the preliminary implementation. The coaches will work alongside of the teachers to show them how to use the tablets to improve one-to-one learning. Total: $57,600 (72 teachers x $800 per day) Grand Total: $391,410 Other Costs of Teacher Professional Development: Lead Teacher Training: Professional Development Pay: CMSD has an In-Service Instructor PD rate of $41.16/hour. (144 x 8hrs. x $41.16 = $63,358) and a PD fringe rate of 18% ($53,582 x 18% = $9,639 Total: $63,358 + $9,639 = $73,001) In-Service Instructor PD rate of $41.16/hour (144 x 4.5hrs. x $41.16 = $266,717) and a PD fringe rate of 18% ($266,178 x 18% = $48,009). Total: $314,726 Grand Total: $497,127 Technology Hardware: (All prices subject to change) Tablet Devices: CMSD will purchase 13,096 tablet devices, at cost of $267.00 each. Total: $3,496,322. (13,096 x $267 = $3,496,322) Tablet Docking Cart: CMSD will purchase 410 Tablet Docking Carts, at $1,499 each. Total: $614,590. (410 x $1,499 = $614,590) Grand Total: $4,111,222 Total Project Cost: $4,899,759. ($391,410+$497,127+$4,111,222)

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00  Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

CMSD does not anticipate any new/recurring costs. Ongoing future PD will be minimal, as the District is using a train the trainer model, and folded into the existing school based budgets. The technology maintenance and support will be folded into the existing budget, as it will replace older technology. CMSD will leverage its existing Literacy Intervention Programs and Supplemental Resources, plus use the numerous free Google Education Apps that are available.

16. Are there expected savings that may result from the implementation of the innovative project?

1,693,196.00  Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The costs of this project are the large scale investment in technology/tablets, professional services contract with WVIZ/PBS ideastream, and teacher professional development costs. The costs of maintaining hardware and software does not increase, as this new technology will replace the old one, but will be part of our current IT support budget. Thus, there are no new ongoing costs. The professional services contract with WVIZ/PBS ideastream is predicated on developing a train the trainer model, so that once that contract expires, CMSD has a cohort of teacher leaders in each building who can provide the ongoing training to the teachers. Thus, there are no ongoing costs with this. CMSD’s teacher professional development cost for this going forward will be minimal, and can be supported with the existing building level PD budgets. The price of tablets keeps decreasing as more products enter the market, and they are extremely affordable, thus allowing school districts to support and sustain this type of technology. Finally, the large yearly savings of $1,693,196 between e-books and energy will provide leveraged funds to support and enhance this project going forward.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The costs of this project are the large scale investment in technology/tablets, professional services contract with WVIZ/PBS ideastream, and teacher professional development costs. The costs of maintaining hardware and software does not increase, as this new technology will replace the old one, but will be part of our current IT support budget. Thus, there are no new ongoing costs. The professional services contract with WVIZ/PBS ideastream is predicated on developing a train the trainer model, so that once that contract expires, CMSD has a cohort of teacher leaders in each building who can provide the ongoing training to the teachers. Thus, there are no ongoing costs with this. CMSD’s teacher professional development cost for this going forward will be minimal, and can be supported with the existing building level PD budgets. The price of tablets keeps decreasing as more products enter the market, and they are extremely affordable, thus allowing school districts to support and sustain this type of technology. Finally, the large yearly savings of $1,693,196 between e-books and energy will provide leveraged funds to support and enhance this project going forward.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates: Plan (MM/DD/YYYY): 01/01/2014-05/31/2014

online instruction, train-the-trainer, and individual or group coaching.
E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in your institution.

21. Is this project able to be replicated in other districts in Ohio?

22. If so, how?

23. Describe the substantial value and lasting impact that the project hopes to achieve.
Classroom instruction beyond the school day, as measured by the number of schools that offer after school programs using the tablets. More opportunities will exist for students needing remedial or accelerated learning opportunities. Teachers will offer more differentiated learning strategies that personalize students’ educational experiences. Students will exhibit increased mastery of 21st Century skills. Teachers will exhibit increased effectiveness, as measured through their annual evaluation. Once AABL is implemented using Straight A funds, CMSD is committed to continuing the use of the acquired technology in future years so that students are consistently exposed to the exciting learning opportunities the tablets provide. One of the Cleveland Plan’s commitments is to invest in academic technology, and that investment began in the current school year. CMSD has hired 15 additional field technicians to assist the schools with its technology initiative. The District’s IT Department will oversee the implementation in collaboration with the targeted schools. The department will be responsible for scheduling teacher professional development, providing support to individual teachers, and documenting the successes and challenges of the program. In addition, the department will provide technical support needed to keep all equipment working and operational, including maintaining wireless access in each of the classrooms. The District is a Race to the Top recipient and has four SIG G schools. Funding from both grants will be used to continue the ongoing professional development support.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Benchmark 1: January 2014: IT Department will work with the district leadership team to order tablets and associated apps. Outcome: Access to new technology tools will be immediate and students will be afforded the opportunity to utilize online resources that will enhance individualized learning environments and needs. Benchmark 2: January 2014 - June 2014: The IT Department will prepare tablets for use in the classroom and also make sure all classrooms have appropriate wireless access. Outcome: For every 1000 devices that CMSD switch from what we currently have to a tablet our energy cost will decrease from $18,361.98 to $3,950.78, for an annual energy savings of $14,411.20 per 1000 devices. Multiplied by 13,000 devices, and we save $193,196 annually. Benchmark 3: January 2014 - February 2014: Online textbooks and supplemental resources will be purchased in the areas of reading and mathematics for grades 3-8. Outcome: Due to this investment, CMSD will be able to move to e-textbooks.

CMSD budget five million dollars per year for textbooks, and this will free up approximately $1,500,000 per year over the next 5 years. Benchmark 4: January 2014 - September 2014: Through the District’s partnership with ideastream, 144 lead teachers will be identified and receive intensive training on using technology in the classroom and Google Institute, plus 1017 teachers will receive tech training and coaching on using technology in the classroom. Outcome: 21st Century learning experiences and enhanced learning opportunities for students. CMSD expects that in the long term AABL will result in the transformation of teaching and learning in the classrooms. The District-level Technology Integration Team will oversee the project and monitor its success. The Building Leadership Teams will work together and with teachers to ensure the project is implemented with fidelity, providing support as needed. Data and student work will be evaluated monthly to determine the effectiveness of the project and adjustments will be made as needed to maximize its potential. A variety of student assessment data will be used to monitor the impact of the project. CMSD will collect information including the following: student and parent surveys, teacher developed assessments, student work samples, interim and quarterly benchmark assessments, curriculum based measures, yearly achievement assessments and student self-assessments. An increase in student achievement will be significant as evidenced by the following district level assessments; STAR Literacy, Reading and Math Benchmarks, CAP Social Studies and Science assessments, NWEA and Ohio Achievement Assessments. After the grant period has ended, schools will have the option to utilize school level budgets to expand the program as desired. AABL is designed to be extremely sustainable, as the need for funding lies at the startup of the project. During the first six month of the project, CMSD will purchase the equipment and the teachers will be trained. Once those activities are complete, there will be no other need for external funding. School level and District level budgets will continue to support the cost of student access to Google resources. In addition, CMSD gradually will add to digital text resources as it replaces parts of the curriculum with digital versions. Moving forward, professional development efforts will continue to support the use of integrating technology to teach using the Common Core State Standards and Ohio’s New Learning Standards as CMSD works to develop college and career ready students. The professional development plans at both the District and building levels will support this initiative.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).

The District will track progress on the following indicators that relate to Student achievement and mastery of technology use: Reading and Mathematics Achievement as measured by the Ohio Achievement Assessments (OAA) in grades 3-8; Value Added growth measurement, as computed and reflected in Ohio’s accountability model; The AMO target for 3-8 Buildings; Overall usage of technology tools and online resources through the blended learning approach with a focus on how this access affects student learning. The District has set rigorous annual academic goals: Each year we aim to meet or exceed the following expectations: Grades 3-8: 5% aggregate increase in reading and math proficiency rates OR overall composite value-added measure rated “above” AND meet attendance/AIMO targets; The District tracks direct progress on these indicators through: Interim benchmark assessments in grades 3 through 8 in both reading and math which are correlated to the OAA and matched to OAA scaled scores. Data from these benchmark assessments are used to project expected OAA outcomes. Value added data and AIMO targets that are tracked through the analysis of short cycle assessment results. Cohort tracking analysis conducted by the CMSD research office to monitor progress and analyze student progress and how the implementation of a blended learning model has a positive effect on students who participate in technology enhanced classrooms. Reports from the IT office, teacher and student surveys, principal observations The goal of AABL is to enrich classroom level instruction, and build a field of practitioners who can successfully create a 21st Century learning environment through the implementation of a blended learning approach. If the measured progress is insufficient, the District will improve operational policies. The District is committed to providing teachers with the right data and instructional tools, allowing teachers to respond with near real-time course correction and teacher planning. Policies are in place to train teachers to utilize improved information systems (Schoosnet) to diagnose student learning needs and access quality lesson plans. CMSD is committed to holding schools and teachers accountable for results. District and school Academic Achievement Plans are developed with the express intent of agreeing to the right set of goals and tailoring the right interventions to schools, while making it clear to staff what results are agreed upon and expected. Improved organizational alignment is what will enable our schools to implement the blended learning framework along with the right support from the central office and building leadership teams.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

Accept Diana Ehlert Deputy Chief of Academic Resources/State and Federal Programs Cleveland Metropolitan School District October 24, 2013