### Budget

Grandview Heights City (044073) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (91)

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**Adjusted Allocation** 0.00

**Remaining** -638,322.50
Objectives of this program included:

This proposal addresses Goal 1 and Goal 3. The Grandview Heights City School District (GHCSD) seeks to increase opportunities for learning and student achievement by creating a one-to-one computing environment in which instructional activities, content, and resources are shared through various modes of online and blended learning.

510. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Marc Alter
Organizational name of lead applicant: Grandview Heights City Schools
Unique Identifier (RN/Fed Tax ID) [REDACTED]
Address of lead applicant: Grandview Heights City School District 1587 West Third Avenue Columbus, Ohio 43212
Phone Number of lead applicant: 614-485-4041
Email Address of lead applicant: marc.alter@ghcsd.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Edward O'Reilly
Organizational name of secondary applicant: Grandview Heights City Schools
Unique Identifier (RN/Fed Tax ID) [REDACTED]
Address of secondary applicant: Grandview Heights City School District 1587 West Third Avenue Columbus, Ohio 43212
Phone number of secondary applicant: 614-481-3600
Email address of secondary applicant: ed.oreilly@ghcsd.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: First Name, last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

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.

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

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

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

11. Describe the innovative project.

In describing our project, it is important to understand the problem faced by the school district as we strive to offer our students meaningful experiences that integrate technology into all areas of curriculum. Like many districts, we have faced budget cuts over the past several years. While we have maintained programming, launching a one-to-one initiative has been hampered. We currently allocate money toward updating standalone computer labs and mobile laptop carts. However, these dollars currently go toward updating stand-alone computer labs and mobile laptop carts.

We have done a great job of training teachers to integrate technology in meaningful ways.

Straight A funding will provide the initial push to begin the program.

While we have maintained programming, launching a one-to-one initiative has been hampered. We currently allocate money toward updating stand-alone computer labs and mobile laptop carts. However, these dollars currently go toward updating stand-alone computer labs and mobile laptop carts.

To ensure consistent use of technology across grades K-12, we have a full-time staff member who designs and delivers professional development for staff and collaborates with teachers as they develop uses of technology that will support teaching and learning. District Teacher Leader of Technology Integration Specialists: Coordinates the work of the TIS team to ensure consistent use of technology across grades K-12. Designs, delivers, and coordinates district-wide professional development. Coordinates rollout plans for introduction of new technologies to teachers. Documents and reports on the use and impact of instructional technologies throughout the district. Director of Technology Operations: Designs and manages technology infrastructure for the district. Manages technology budget and coordinates the purchase, configuration, installation, and maintenance of district technologies. District Technology and Network Specialist: Performs installation, repair, and maintenance of district technologies. This team has considerable experience and success with the design and implementation of projects that introduce teachers and students to technologies and teaching practices that enhance learning. Some recent examples include: Acquisition and district-wide rollout of the ItsLearning learning management system, instructional coaching, and professional development focused on methods of blended learning. District-wide rollout of Google Apps for Education for staff and students. The team has provided guidance and assistance with numerous grants that bring technology resources to Grandview Heights students including: Paperless classrooms, SmartBoard technologies, Adaptive and assistive technologies, Laptop labs.

In describing our project, it is important to understand the problem faced by the school district as we strive to offer our students meaningful experiences that integrate technology into all areas of curriculum. Like many districts, we have faced budget cuts over the past several years. While we have maintained programming, launching a one-to-one initiative has been hampered. We currently allocate money through our general fund for technology. However, these dollars currently go toward updating stand alone computer labs and mobile laptop carts. While we are fortunate to have dollars to provide this for our students, the issue of access continues to grow. We have done a great job of training teachers to integrate technology in meaningful ways. However, as teacher comfort levels with technology grows, and the potential for blended learning increases, our students, the issue of access continues to grow.

To provide teachers with the means to teach students beyond the confines of the school day and school walls.

Provide students with greater access to the district LMS, both in school and from home.

Provide an online environment in which instructional resources can be shared among party content providers and the LMS.

The Straight A grant would provide the initial funding mechanism to move us from the aging dynamic of one initiative has been hampered.

The Straight A grant would provide the initial funding mechanism to move us from the aging dynamic of one-to-one environment. The Straight A grant would provide the initial funding mechanism to move us from the aging dynamic of one-to-one environment.

The Straight A grant would provide the initial funding mechanism to move us from the aging dynamic of one-to-one environment.
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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 not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Sustainability is a strength in this proposal. The bulk of the requested dollars will be dedicated to purchasing an internet ready device for all students in grades 7-12. In our permanent improvement plans, we have future dollars dedicated to technology. However, under our current model, we would likely continue the practice of replacing stand-alone computer labs and mobile carts that are reserved for teacher projects type uses. Because our future PI budget includes technology purchases, this one-time grant will provide the funds to move to a one-to-one environment while guaranteeing we have dollars for replacement costs in the coming years. In addition, by moving technology purchases to our permanent improvement budget, we will reduce the general fund budget. Past expenditures of our permanent improvement dollars have been used to update/upgrade of technology infrastructure.

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

638,322.50 * 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 cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The overall budget includes the purchase of an internet ready device for all students in grades 7-12. In addition, our request includes budget amounts for professional development (release time for training) and for consultants to aid with implementation. While the requested amount will cover all costs for the first three years of the grant, we would plan to use money from our permanent improvement fund which is supported by local tax dollars, to begin a replacement cycle for the equipment originally purchased with this grant. The permanent improvement levy was passed by voters in 2010 and will be collected on a continuous basis.

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.

176,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

In year four of this grant, we will begin a device replacement program funded through our continuing permanent improvement levy. While it is difficult to predict the type of device that will be best for our students years from now, we plan to replace a third of the machines each year. However, at that time we will repurpose used machines to other grade levels. In addition, as part of doing business, and due to requirements in legislation, we will face increased costs for Dual Enrollment Tuition Payments. In the most recent state budget, the state now requires the school district to pick up all tuition costs associated with dual enrollment. While we do not plan to use Straight A Grant funds for this purpose, our grant does include more opportunities for students to earn dual enrollment credits. This will be incorporated into our general fund budget as a new cost. Overall, nearly all of the recurring costs will come out of permanent improvement funds which will result in the expected savings outlined in question 16 to be reflected in our general fund balance.

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

203,500.00 * 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.)

Average annual savings will be approximately $203,500.00 Purchased Services - Currently we have two 3-year computer lease agreements through Apple, Inc. We had forecasted to enter into a third computer lease agreement during fiscal year 2015 with the intent of sustaining three computer lease agreements in any given year thereafter. Award of this grant will allow us to reach our goal of a one-to-one computing environment for grades 7-12, which will eliminate our need to enter into any new computer lease agreements through Apple Inc. Supplies and Materials - With the district-wide implementation of ITS Learning and moving toward more of a blended learning approach, the need to purchase paper and toner will decrease more and more each year. In addition, we anticipate spending less on textbooks. While some of these savings will be used to purchase online resources, many of the necessary resources needed to implement the programming will be produced by district staff.

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.

While there will be on-going costs with this project due to the limited life of any device, we have built our permanent improvement plan to support future implementation of this initiative. A PI levy passed in 2010 raises approximately $525,000 a year. A portion of this money is dedicated to technology. We have traditionally replaced tabs and mobile carts in buildings every five years. However, by receiving this grant, we can move away from stand-alone computer labs and move into a one-to-one initiative. This approach will re-purpose dollars that are already earmarked for technology. However, the one-time grant will permit us to move into a more conducive learning environment for our students by providing students an opportunity to learn in a one-to-one environment. It is important to note, that in the 2012-2013 school year 14.4% of our students were economically disadvantaged by the state of Ohio. These students and others in similar financial environments are not in the position to own their own device. As we hope to provide access to 24/7 technology to all our students, we do understand there is a cost involved in this approach. However, with the purposeful planning that has occurred, coupled with the 2010 levy support of the community, we believe will be able to sustain our one-to-one initiative over time.

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 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): 05/01/2014

* Narrative explanation

Our plan to implement this innovation began three years ago with the upgrades to our technology infrastructure. The next major step in this implementation plan occurred when the district adopted a district-wide learning management system in May 2013. We quickly opened the LMS to teachers who wanted to begin utilizing this powerful classroom tool. Training continue to occur with a goal of ensuring all teachers have a presence on the LMS by April 2014. Currently, approximately 80% of the staff has established a presence on the LMS. In addition 33% of all staff members take part in a Professional Learning Community dedicated to the integration of technology into all curricular areas. Finally, we continue to provide on-going support of best practices to staff through our Technology Integration Team.
Upon receipt of our request for a Straight A Grant, we will immediately begin the process of the purchasing internet ready devices for students in grades 7-12. Once purchased, current technology staff will be responsible for the configuration and distribution of the devices. Depending on the device we choose we would need to ensure it is compatible with PARCC assessments, distribution of devices would begin during the spring quarter. With nearly all teachers expected to have a presence on our LMS by this time, we can begin to implement teaching and learning strategies that will have a positive impact on student achievement.

Summative evaluation (MM/DD/YYYY): 05/03/2015

There will be several critical factors considered as we evaluate the effectiveness of our work. In terms of understanding teacher/student utilization of our one-to-one program, we will measure the amount of time teachers schedule lab time versus the rate at which they do so this year. We will also measure internet usage to ascertain if usage has increased. However, the true evaluation will come from determining whether or not teacher practice has changed and will impact the initiative has on student achievement. Teacher practice can be measured by evaluating usage of the LMS. Measures will be the rate of technology acquisition per student as well as the rate of technology acquisition placed on the teachers workstations. The student achievement will continued to be measured by the variety of data we already evaluate for each student. Grades, GPA, testing results, etc. will help us determine achievement impact during the life of the grant.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Providing students with personal computing devices allows them seamless, consistent and reliable access to Grandview's LMS and other online resources that will support their learning. One-to-one computing eliminates the need to plan computer-based instruction around the availability of laptops and/or computer labs. Technology-based instruction is more easily driven by content, as opposed to the availability of shared computers. Knowing that students have consistent and predictable access to computing devices will allow and encourage teachers to plan instruction that utilizes the power of the district LMS and online resources. Teachers can explore new modes of instruction that leverage technologies that facilitate individualized learning. This will also allow the district to design and provide professional development that focuses on use of the LMS as a tool for teaching. Besides the noted changes to instructional methodologies, the organizational structure of how we look at and utilize time will change. Blended learning environments allow us to look beyond the limitations of the standard school day. This transformational change will allow students greater flexibility and access to teachers and to course work.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

Rationale: In college and career environments, it is expected that students/employees are competent at working in a technology-based environment. With this grant, we will greatly enhance our ability to prepare students for future challenges by making technology more readily available and by creating contexts for its use. Successes: Grandview recognizes that use of technology can transform learning for students. We envision conditions to take the important step toward a one-to-one program through past successes with technologies that support learning. Grandview’s Technology Team works closely with teachers to develop applications of technology that support content and enhance teaching. These partnerships occur on an ongoing basis, and are content and goal-driven. The ongoing support of the Technology Team paves way for new and innovative uses of technology. In 2009 the district adopted use of Google Apps for Education for students and teachers. Introduction of Google Apps represented a major shift in how teachers work and how they think about interacting with students since it provided modes of communication, collaboration, instruction and assessment never before possible. It remains an integral tool to this day. Several Grandview teachers have designed paperless classrooms in which all instructional materials are delivered electronically. The rollout of these initiatives allowed Grandview to examine student research, program development and documentation to be successful. Grandview Schools works closely with the Grandview Heights/Markus Cliff Education Foundation which provides annual grants to teachers who propose innovative ideas for teaching. Implementation of these grants has provided the district with repeated opportunities to successfully manage large-scale projects, from inception to completion. Most recently, Grandview introduced district-wide adoption of ISLearning as our learning management system. This process involved the coordinated work of many staff members and has been a great success. Research: As we developed our plan for one-to-one computing our Technology Team visited Hannover Area High School in Reynoldsburg, Ohio to learn how they maximize the value of their learning management system. Hannah Ashton uses ISLearning as the foundation of their one-to-one instruction. Our team also collaborated with Perkins Local Schools in Sandusky as a model for implementation of one-to-one computing. Perkins was chosen because the size of the district, infrastructure, and computing platform closely mirrors that of Grandview Schools. In a 2005 study by Gulek and Demirtas they report: “Past research suggests that compared to their non-laptop counterparts, students in classrooms that provide all students with their own laptops spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers. Research has also shown that these students direct their own learning, report a greater reliance on self-regulating behavior, and are more likely to make use of the flexible use of technology than students without individual laptop computers. We believe this will also be useful, but not enough if he teachers need for students to be trained to use student access to these devices. This training has been part of our planning and will continue throughout implementation and beyond.

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

Yes

22. If so, how?

Grandview's project can become a template for other school districts wishing to implement a one-to-one computing program. While the plan is designed to provide students in grades 7-12 with an internet-ready device, its implementation is broken down into a repeatable process that will be applied at each grade level. The plan is scalable to larger or smaller groups. The Grandview Technology Team will share their experience and lessons learned with school districts wishing to replicate the process of implementing a one-to-one computing program. This training has been part of our planning and will continue throughout implementation and beyond.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The substantial value and lasting impact that our project will have on both students and teachers is a critical consideration of our proposal. Students will change how they interact with information. Students will have opportunities to access learning outside of the 8:00 a.m. - 3:00 p.m. school day. Additional courses can be accessed through online learning. Students abilities to problem solve and collaborate will increase. In addition, students will be ready for the challenges that face them whether they go onto college or into a career. There are few if any universities that do not expect students to operate efficiently in a one-to-one environment. Students not proficient with the use of technology will be behind their classmates. In today's employee market, careers from custodial work to engineering require the employee to interact with technology. Technology has become a key tool for nearly all university students and employees. By providing students with a one-to-one computing program. While the plan is designed to provide students in grades 7-12 with an internet-ready device, its implementation is broken down into a repeatable process that will be applied at each grade level. The plan is scalable to larger or smaller groups. The project will be carefully documented. The Grandview Technology Team will share their experience and lessons learned with school districts wishing to replicate the process of implementing a one-to-one computing program.

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.

Goal: Student Achievement
Project aims to increase achievement by providing students with consistent and seamless access to the district LMS and the modes of differentiated instruction available in a blended and online learning environment. Instructional and assessment tools available through the district LMS, as well as the ability to deliver differentiated content to groups or individuals, makes it possible to meet each student at his/her achievement level and to continuously move them on to next levels. This creates an environment in which individualized paths for continuous academic growth can be defined and delivered to each student. Goal: Utilization of a greater share of resources in the classroom. Teachers will design and build instructional resources that can be shared among grade level and content area teams via the LMS. Laptop devices will also provide teachers and students with a conduit to shared resources available through third party content providers. Little or no money from this grant is earmarked for Administrative costs/overhead. The devices will be issued only to students and professional development dollars will be spent on training of teachers. The only dollars that would not be considered classroom resources would likely be those dollars allotted for purchased services. These specific dollars are intended to be used for consultants working directly with teachers.

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).

26. 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.

I Accept
Edward J. O'Reilly Superintendent Grandview Heights City Schools
October 22, 2013