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Adjusted Allocation: 0.00

Remaining: -3,986,814.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Lean, Green, Fiscal Machine: Making Every Dollar Count for Kids

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

PCSD leaders have consolidated, restructured and revised new policies, processes and curriculum in the district. PCSD is the recipient of many grants including: Race to the Top, 21st Century Learning Community, and Project Lead the Way. PCSD is the inspiration behind the revitalization of our district. PCSD leaders have consolidated, restructured and revised new policies, processes and curriculum in the district.

11157 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Ava Yeager
Organizational name of lead applicant: Parma City School District
Unique Identifier (RN/Fed Tax ID): N/A
Address of lead applicant: 5311 Longwood Avenue, Parma, Ohio 44134
Phone Number of lead applicant: (440) 842-7979
Email Address of lead applicant: yeagera@parmacityschools.org

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

First Name, Last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/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.

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

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.

PCSD leaders have consolidated, restructured and revised new policies, processes and curriculum in the district. PCSD is the recipient of many grants including: Race to the Top, 21st Century Learning Community, and Project Lead the Way. All of the grants are managed effectively and efficiently as reviewed/audited by ODE and the State of Ohio Auditor's office. Dr. Jeffrey Graham, Superintendent of the PCSD, is the inspiration behind the revitalization of our district. His leadership has allowed our three communities of Parma, Parma Heights, and Seven Hills to come together to support the district during difficult political and economic times. With directions from him to build a strong academic program, maintain sound finances, and be open and honest with all of our stakeholders. He holds a Doctor of Education degree in educational administration from Ashland University. Jane Graber is the Director of Information Services with a proven ability to provide solutions that add value and transform organizations. She recently served as the IT Director at MCPP. Daniel Bowman a successful treasurer/business manager for 33 years has been the Treasurer/CFO of the PCSD since 2010. His background in technology helped initiate computerized accounting and payroll systems. He has found ways to save dollars by implementing new procedures that include consolidation of services, renegotiating with vendors, and using multi-faceted software that is less expensive but produces results. He is a graduate of The Ohio State University. Ava Yeager, Director of Federal Programs/Grants, leads and manages several grant projects, where she has demonstrated exemplary implementation, based upon audits/ state program reviews. She has brought innovative community programming through grant resources. She holds a M.A. in educational administration from California State University, Los Angeles. Jeff Cook, Director of Teaching and Learning with responsibilities in secondary curriculum, has been a part of the district's recovery plan and was involved with PCSD consolidation/restructuring, contract negotiation team, and the school policy committee. He has a M.Ed. in Educational Administration from John Carroll University. Dr. Brad Ritchey, Director of Instructional Assessment the team's data expert who examines measurement/evaluation, resource allocation, and areas of need. His PhD is from The Ohio State University, Jodie Hausmann, Director of Teaching and Learning, with an elementary focus, leads the Early Literacy Reading Readiness Grant. She holds a M.A. from Baldwin-Wallace University. Pat Tietzke, Director of Professional Learning is responsible for the creation and facilitation of professional learning opportunities. He has a M.A. specializing in Educational Technology from Baldwin Wallace University. Amplify and its School by Design software has been an integral part of our team's planning. The company has experience with K-12 education and technology. Jack Shaw a consultant, who leads School by Design, has worked in education for 15 years. He focuses on resource optimization and using analytical approaches to evaluate student performance using formative, interim, and summative assessment data. He is a Ph. D. candidate in Statistics/Research Methods at the University of Northern Colorado. Marilyn Crawford, President of TimeWise Schools LLC, specializes in school redesign using master scheduling as a policy and budget strategy. She has a Ph.D. in education leadership from Vanderbilt University. Apple Professional Development Specialists will provide our teachers with personal understanding of teaching and learning from technology. Apple Professional Development has assisted numerous districts with their digital conversations.

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

9. Which of the stated Straight A Fund goals does the proposed project 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 researched-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 - incorporates an existing effective program that is already implemented in your district, school, or consortium partnership

11. Describe the innovative project.

Parma City Schools faces the same challenge as many districts in Ohio: how to provide education services that meet increasing global, societal, and business demands with diminishing funding and support. Our district's response is to get "lean," and focus on doing more with existing resources. Our theory of action is based on the basic premise that all school processes in all departments exist to support student learning, and that all departments are potential targets for process improvement. Improve the processes, improve the delivery of education services, and improve the impact on student learning. We are requesting Straight A Funds to support the Lean, Green, Fiscal Machine: Making Every Dollar Count for Kids (LGFM), a district-wide strategy in Parma City Schools (PCSD) that uses an
innovative approach to cost cutting and resource optimization that forms a sustainable engine for continuous improvement by: Improving efficiency by streamlining existing processes. Systematic consolidation and technological enhancement of non-instructional services, and optimization of existing instructional resources to better support teaching and learning. Redistributing and reorganizing resources to most effectively reallocate resources freed up through efficiency savings to enhance effective teaching and learning throughout the district. The LGFM includes two work streams that would be conducted in parallel: 1. Efficiency work to reduce non-academic operating costs, and maximize instructional resources in partnership with a third party resource optimization expert sy. a. Consolidating services and upgrading infrastructure: replace redundant software systems, upgrade inefficient and updated equipment such mounted projectors that have better energy savings and are more functional during class time. b. Technology training: Optimize training enabling conditions to support rollout of the PCSD Everywhere 1:1 Classroom b. Embedding professional learning “within the clock” (i.e., without requiring additional time or staff). c. Accelerating the instructional value of technology in the classroom through Apple Professional Development. The LGFM: Making Every Dollar Count for Kids engenders short-term results through immediate cost savings, resource/instruction alignment, and enhanced delivery capacity. But perhaps more significantly over the long term, it forms a cultural foundation and commitment to a culture of continuous improvement that focuses on sustainability and efficacy supported by clear understanding of how resources are used, and a process for evaluating different strategies for how they could be used to create the necessary conditions for 21st century teaching and learning. Ultimately the LGFM will empower PCSD to consistently respond to our student's varying needs by continually monitoring and adjusting existing resources use to deliver diverse educational opportunities without requiring significant external support.

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 improvement plan.

Parma City Schools' (PCSD) Lean, Green Fiscal Machine (LGF M): implementing LGFM aligns directly with all of the Straight A Fund's goals: Goal 1: significant advancement in raising student achievement. Activities that will be implemented are: Personalized Instruction, Differentiation, Everywhere Classroom: Student use of 1:1 computing, Best Practices, Embedded Professional Development Goal 2: significant advancement in reducing spending. Activities: School by Design resource optimization software, Technology and software purchases, Consolidated services, Improved personnel reallocation, District and School instructional planning, Professional Development to increase teacher capacity to use technology as well as best practices to close the achievement gap. Lower non-academic costs. Goal 3: targeting a greater share of resources to the classroom. Activities: Supportive teaching and learning environment, Improved, personalized, student learning that supports college readiness and 21st century skills. Streamlined operation that continually adjusts resources to best meet student needs, Professional workforce committed to on-going learning, District and School culture dedicated to continuous improvement. Lower burden for maintaining technology systems, Improved access to digital instructional alternatives.

The LGFM's logic model outlines how our proposed activities directly impact the project's goals. Inputs: Straight A Funding, PCSD Staff, Resource Optimization Consultants, School by Design (SxD) resource optimization software, Technology Equipment (mounted projectors, servers, time clocks, video production equipment). Software (Microsoft Office, Apple Apps, Timeware, Parent Mobile App and Naviance) Outputs: Activities: Consolidate services through the SxD. Secure and integrate software in with the classroom and access to class data. Complete rollout of Everywhere Classroom 1:1 Phase 1 and 2. District and school instructional resource audit, School design school planning, Professional development, Targets, District and school leadership, District and school support staff, Teachers, and Students. Outcomes: Complete service consolidation, 3xD Accelerate use of new apps, Everywhere Classroom: Classroom and teacher technology rollout. Teachers learn to integrate everywhere classroom into their instruction through the professional learning operation. Streamlining of processes (i.e., replacement of redundant equipment and staff) that may result from the implementation of the innovative project? (Specify: time cost is data
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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.

N/A

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

3,986,814.00 * Total project cost

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

The Temorrow has a recurring cost of $4,890. It is well covered by the reduction of staff in the Treasurer's office of $50,755. The infusion of new PD support in the classroom and by Apple to ensure is a successful transition to the technology integrated instruction model. Current funds reserved for PD will not be more than ample to move the staff beyond this new baseline. The savings in PD substitute costs $144,900 and instruction materials $105,860 will allow us to maintain the teacher/classroom technology. By not replacing former technology equipment in the classroom that will be removed, frees up future projected expenditure for their replacement. The School will design by School design will demonstrate areas where future savings may be garnered such as maintaining teacher/classroom technology. This is a one time evaluation that would not be utilized for another five years if it proves itself.

15. What new/recurring of costs is the 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/explanation: Provide details on the anticipated costs (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Expected Savings from the LGFM Initiative will total $439,460.00 COST REDUCTION DETAILS: The aggressive infusion of technology related professional development (PD) will ensure that all staff successfully transition to technology integrated instruction model. By doing so we will change the future means to produce PD by online video, reducing a time consuming and repetitive school design models that support differently. The LGFM initiative will eliminate one staff member by not replacing someone who is retiring in the summer of 2014. The net savings after the recurring cost is over $55,000.

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

469,460.00 * Specific amount of expected savings (annual)

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

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 the project will sustain itself beyond the life of the grant.

The LGFM is designed to be self-sustaining. 3 segments of the initiative should either pay for themselves or build capacity among staff to continue the project after the end of grant funding. 1. School by Design (SxD) District is data-driven, sustainability and efficiency strategy data that is comparable across the district. 2xD acknowledges and accounts for resource constraints during planning and provides a mechanism for replicating solutions. The software reorganizes time and staff to support sustainable solutions within existing resources, and will allow the district to share solutions with other districts. 2. Teacher Learning: Embedded professional build teachers a foundation in the use of the technology both technically and instructionally. A Help Desk Technician will be assigned to each school and will work one-on-one in small groups with teachers. They will provide "just in time" training for them as they work with the technology. A highly trained teacher workforce will move the program forward without additional expenses except to train new teacher hires. Technology training for new staff will become an integral part of our required teacher orientation. 3. Technology Roll-Out: District funds have been committed to this initiative. The funds from the Straight A Fund will enable us to accelerate the rollout of replacing outdated
technology. This will be accomplished by the replacement of the projectors on carts with mounted projector that are energy efficient and safer. PCSD budgets for replacement of broken projectors each year and will continue to do so. We anticipate a decrease in replacement needs for several years due to this upgrade. Projector bulb replacement costs are also included in the annual budget. Our current servers do not have sufficient storage or bandwidth to meet the needs of the teachers and students and will be replaced. This effort will be sustainable by looking at leasing the servers instead of purchasing them. This spreads the cost across the life of the server and builds a consistent budget that can be maintained into the future. The teacher devices (iPads and MacBook Airs) are being replaced from Apple. This spreads the cost across the life of the project and builds a budgeting model that is sustained going forward. The plans will be to sell them back to Apple in 2-3 years in an on-going replacement while maintaining the same lease expense. We will migrate teachers to the Apple suite of software (the same lease expenses) which are on the MacBook Airs or we will migrate to the Office 365. Apps will be purchased for teacher use in the classroom and distributed with a mobile device management function. This allows us to maintain ownership of the license by the district as well as automatically obtain updated versions. PCSD has already committed district money to this project and will continue to do so on an on-going basis. In the future, students will incur a technology fee that will help fund the replacement cost after the grant funding is gone.

D) IMPLEMENTATION

1. D1: The Office 365 platform will be used to share files with the teachers and students. This will address the problem of not being able to sustain programs because of lack of funds. Personalization of services will help our district to compete in the educational marketplace and appeal to students who have left our district for community schools. Personalization of services will help our district to compete in the educational marketplace and appeal to students who have left our district for community schools.

2. D2: The potential barriers with these efforts will be the availability of equipment from the manufacturers, the availability of internal and vendor resources that align with dates.

3. D3: Our technology project, improvement of instruction in order to close the achievement gap, and cost saving measures have all been laid out to the stakeholders.

4. D4: The procedural changes that will occur include personalization of important of important technology related professional development (PD) that will ensure that all staff receive training on technology integrated instruction. We will provide PD online videos, self-help online support manuals for 24/7 access. Based on the current use of substitute teachers to support staff being pulled from their classrooms, the demand for substitutes will decrease by 1380 days or by 50 percent. The remaining dollars budgeted for PD will now focus on the further expansion of the base provided by this infusion. Timeware electronic time system will automate some of this implementation. As each part of the planning process is completed, we will immediately move into the implementation phase for each portion of the LGFM.

5. D5: Our communications will be open to all stakeholders including staff, students, alumni about the buildings closing, concerns of staff about being assigned to a different building and/or grade level, and concerns about proposed changes to grade level configuration and placement of students. We will continue to listen and communicate and a successful transition was accomplished. This led us to use the same planning template for the technology rollout knowing that we have experience with making large changes and successfully implementing them. The funds provided that would be used through the SAFR Fund will encompass providing new and established instructional programs and to sustain them over time. The funds provided that would be used through the SAFR Fund will encompass providing new and established instructional programs and to sustain them over time.

6. D6: Finalization of training dates for teachers incorporating technology in the classroom, classified staff (time keeping) and parents (using the college and career planning application).

7. D7: Continuation of communication with all stakeholders as to the plans details and progress. The possible barriers anticipated may be availability of staff resources and personalization of technology related professional development resources aligning with available dates.

Summative evaluation (MM/DD/YYYY): 08/01/2014

* Narrative explanation

The evaluation will be guided through the use of an outside evaluator that will collect and gather information through all phases of the LGFM: Making Every Dollar Count for Kids initiative for the 2013-2014 school year. This evaluation will cover all of the project's goals including student achievement, spending reduction plans and outcomes and the increase of resources that directly were placed outside the classrooms throughout the district. A variety of benchmarks will measure the implementation, installments and teacher usage in the classroom environment in order to make any necessary adjustments to the project. The evaluation will be reviewed through monthly and quarterly meetings with the team members to ensure that the project is on track. Satisfaction online surveys will be given to teachers to assess the value of the on-site trainings on a monthly basis. Administrators are already trained in the McRel walkthrough procedures and will collect data on the integration of technology in teacher's lesson plans. School by Design resource data will be analyzed to provide input into further planning.
21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

The time and effort necessary to replicate our project in another district would require: 1) forward thinking leadership from the top; 2) involvement of all stakeholders including staff, students, parents, and community; 3) a clear vision about what needs to be accomplished; 5)-1 years of planning and benchmark points for evaluation of the plan. Visionary Leadership that assembles a planning team, which includes representative of students, staff, faculty, and community.

The LGFM initiative will conduct an evaluation of the project that will include: 1) improving District infrastructure by increasing bandwidth and Wi-Fi capabilities; 2) technology device distribution and training for teachers; and 3) increased digital learning device access for every student. Parma City Schools draws on case studies of personalized learning initiatives to validate an effective program design for the LGFM initiative. For example, the Mills Public Schools (MA) program administrators Pads to all participating students, and George D. Warriner High School (WI) provided laptops, while the Academy of Personalized Learning does digital learning in a financial efficient way via a three phased implementation approach. (1) Develop district infrastructure by increasing bandwidth and Wi-Fi capabilities; (2) technology device distribution and training for teachers; and (3) increased digital learning device access for every student. Parma City Schools draws on case studies of personalized learning initiatives to validate an effective program design for the LGFM initiative.

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

For example, we collaborate with the Greater Cleveland Educational Development Center and have representatives on the WVIZ Advisory Board Steering Committee and the Learning Forward Ohio Executive Board.

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 will be measured.

In five years, the project aims to achieve the following benchmarks related to the fund goals:

- Increased student achievement and engagement
- Improved teacher effectiveness
- Enhanced student and teacher learning environments
- Increased parental and community involvement

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

The plan to evaluate the impact of the concept, strategy, or approaches used includes:

- Baseline data collection at the start of the project
- Ongoing data collection through student assessments, teacher observations, and parent surveys
- Annual reporting of progress to the funding agency
- Longitudinal data analysis for trend evaluation
- Stakeholder feedback and involvement in the evaluation process

The evaluation plan is designed to ensure that the project's impact is accurately measured and that necessary adjustments are made for continuous improvement.
Aspects of this initiative. Assessments facilitated by the use of technology will allow teachers to receive regular feedback on student learning progress and make connections between teaching strategies and specific outcomes. Formative, interim (end of unit), and summative (end of course) assessments, embedded into the project, will identify student needs, measure student growth, and determine overall impact and effectiveness. Quantitative and qualitative data will be collected to determine if the goals are being met in a timely manner, and the effectiveness of the program services. Quarterly measures of student learning will include indicators of student performance and achievement, such as assessment results, portfolio evaluations, marks or grades, and scores from standardized examinations. Student learning outcome data will include both formative and summative assessments. Formative assessments will be administered by classroom teachers from the beginning stages of their program, as well as throughout the activities they implement to achieve the long-term goals of the grant. These assessments will not be used for grading purposes, but rather as a tool to guide instruction and make modifications in order to enhance student-learning outcomes. Classroom assessments will provide an opportunity for immediate evidence of the individual student’s learning process.

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, Ava Yeager, Director of Federal Programs, Parma City School District, October 25, 2013.