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Adjusted Allocation | 0.00 |

Remaining | -348,580.00 |
The innovative project is to provide a personalized learning environment to every preschool student with disabilities (SWDs) as part of our PK-12 education reform. The 16 districts that won first round RttD grants took an unbundled approach to learning and SCSD will replicate this approach for our preschool students with disabilities. Although we applied for and did not receive the first round RttD we received high scores on our innovative project placing us 157 out of 300+ grants. SCSD is committed to providing personalized education to all students & we will begin that journey with our most at risk students, preschool SWD. The purpose of this project is to modernize early learning for our preschool SWDs to improve their long-term prospects for school success & narrowing the achievement gap. This goal will be achieved by purchasing an iPad for every preschool student that has been identified as a SWDs. In addition, SCSD is emphasizing creating communities of practice for our preschool families and our Learning Cafe. The preschool parents indicated to the team a need for English/Spanish workshops. These workshops help prepare parents of our preschool students how to advocate effectively for their children's education-related rights. The Learning Cafe reflects how grants such as the RttD Innovative grant, and now the Straight A funds, can improve people's lives in needy communities such as Springfield.
will be made that are at least equal to the amount of new/recurring costs detailed above.

12. Describe how it will meet the goal(s) selected above.

We have outlined a sustainable proposal that has few new or recurring costs. Those costs have been carefully considered and will be accommodated through district funds. Professional development has been planned in a manner that will build teacher capacity as the Intervention Specialists become proficient in integrating technology to support the varied disabilities of our youngest learners. These staff members will be on hand to train new teachers through modeling and explicit instruction. We do not expect to need additional monies beyond the ongoing budgeted professional development funding provided by the district for each school to continue this program. Communities of Learning will be part of the culture and continue through the planning of a master schedule that allows regular collaborative planning time. This requires no additional funding. Digital tools for additional students, replacement devices, as well as the purchase of additional apps, and ongoing maintenance costs will be provided through the general fund as our district moves to 1:1 with Apple.

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

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

348,580.00  Total project cost

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

20,000.00  Specific amount of new/recurring cost (annual cost after project is implemented)

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

70,000.00  Specific amount of expected savings (annual)

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.

We believe the project will be self-sustaining due to the fact that once our preschool staff and paraprofessionals are trained through ongoing professional development they will serve as valuable resources in training new staff. Recognizing the importance of technology and our students that are digital natives, our District is committed to moving forward with placing technology in the hands of all students.

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 entites.)

* Narrative explanation

The Logic Model for this project clearly articulates our plan with our inputs, outputs, and outcomes-impact. (See uploaded documents) Our plan to implement this project as follows: In January 2014 we will order the number of student and teacher iPads, cases, and headphone sets, and software needed to support our 10 preschool classrooms. Professional development with our technology professional development will begin in February with a focus on the features of the iPad. Teachers will be given one month to simply learn the features of the device. Professional development will be scheduled with Apple that will occur in March, April, May and June. In March and April the Intervention Specialist will review applications from Apple. In May and June teachers will select apps for the preschool students with disabilities that are returning for a second year of preschool. In addition, teachers will purchase apps that will be stored on an iPad library for future use. (It is noted that they specific disabilities are unknown for new students entering 2014-2015 until screening is completed, however, apps will be selected to support learning for students with sensory and learning disabilities and additional apps to meet specific needs will be purchased fall of 2014 through general funds if we do not have appropriate apps in our library). The professional development for the teachers will begin the process of selecting apps that will meet specific need. Potential challenges we will face in the planning phase will be the level of comfort of our Early Intervention Specialists and integration of technology. Our students come to us digital natives, our teachers are not. In fact, The Committee on Early Childhood Pedagogy reported that, by and large, professional...
**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 the classroom.

The impacts of change will be improved academic achievement with a systematic way to gather data that indicates achievement. If the data reflects that the student is not achieving according to his/her individualized/environment plan adjustments will be made to the curriculum/apps being provided.

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

[ ] Yes  [ ] No

22. If so, how?

SCSD Preschool Early Childhood Interventionist will provide training for preschool teachers in other Districts. Our teachers will share their success stories, as well as our challenges. We will also provide an open door to our preschool, inviting teachers from other Districts to come and visit our classrooms to observe our students interact with their iPad devices and their teachers.

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

The lasting impact for our preschool students with disabilities will be long-term improvements in school success, including higher achievement test scores, lower rates of grade retention and special education and higher educational attainment by narrowing the achievement gap. These results can be accomplished by giving our pre-school students the curriculum tools they need to be successful in addition to the learning goals within their IEPs. Barnett (2008). We believe after one year of working with iPads and personalized apps, as well as continuing to follow the goals within their IEPs, that KRA-L (Comparative Assessment) scores for incoming students for 2015-2016 will improve. The lasting impact will be continued improved KRA-L scores in subsequent years and that this progress is accomplished through the accelerated progress through individualized learning plans/environment for all preschool students as the District moves to 1:1 for every student.

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 goals will be improved student achievement as measured from the fall screening of Get It! Got it! Go! (comparative assessment) to the spring screening of the same assessment in addition to the learning goals within their IEPs. Barnett (2008). We believe after one year of working with iPads and personalized apps, as well as continuing to follow the goals within their IEPs, that KRA-L (Comparative Assessment) scores for incoming students for 2015-2016 will improve. The lasting impact will be continued improved KRA-L scores in subsequent years and that this progress is accomplished through the accelerated progress through individualized learning plans/environment for all preschool students as the District moves to 1:1 for every student.

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).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

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 Dr. David EstropSuperintendent Springfield City School District October 24, 2013