## Budget

**Tallmadge City (044883) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (217)**

**U.S.A.S. Fund #:**

**Plus/Minus Sheet (opens new window)**

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<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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However, we have found that while it has been helpful in some cases, however, by most accounts, the system is flawed.

Students

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Teachers could interface Moodle with Google docs so that

It would allow for easier

The hope was this initiative would allow teachers to use web

The second is that there is no congruency between devices, making it difficult for teachers to build a lesson around technology. If a student is

The availability of free, cloud-based storage as well as productivity and collaboration apps makes the current locally hosted server model, which is high maintenance and cost intensive, obsolete. The savings in the next five years and beyond will be significant for the district, all while providing needed resources to our students.

1445 3. Total Students Impacted:

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

First Name, last name of contact for lead applicant: Kurt Gwin

Organizational name of lead applicant: Tallmadge City Schools

Unique Identifier (IRN/Fed Tax ID): IRN 0448830

Address of lead applicant: 486 East Ave, Tallmadge, Ohio 44278

Phone Number of lead applicant: 330-633-3291 x8005

Email Address of lead applicant: gwin.kurt@tallmadgeschools.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 (IRN/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.

N/A

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.

Curt Gwin, Director of Technology and Tim Blough, Network Administrator, have a combined 26 years of experience in mid to large scale technology deployments in educational environments. Both have been integrally involved in server virtualization projects, structured cabling projects, wireless network planning and configuration, Layer 2 and 3 switch configuration and deployment, Storage Area Network deployment and maintenance, wide-scale imaging of desktop level hardware, terminal services and thin client deployment, Google account provisioning with active directory synchronization and, finally, training and professional development of educational cadre on classroom technology integration. In short, there are not two better people better prepared to plan and implement a project of this nature.

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
- 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 - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The goal of the proposed project is to provide each classroom, grades 6-12, with a set of Chromebooks to make blended learning, flipped classroom models and collaborative learning available to the staff and students daily. As we move further into the digital age, as educators, it is our role to ensure students are prepared for post secondary life. The best way to accomplish this is by putting technology into the hands of every student to enable teachers to go forward with the task of preparing students to be collaborating, creative communicators in a world run by technology. Our middle school and high school began letting students bring their own devices to school, or BYOD, (iPods, smart phones, netbooks, laptops, etc). The hope was this initiative would allow teachers to use web-based instruction as well as traditional teaching methods, creating blended classrooms. However, we have found that while it has been helpful in some cases, however, by most accounts, the system is flawed. The first problem being that not every student has a device to bring with them to school. The second is that there is no congruency between devices, making it difficult for teachers to build a lesson around technology. If a student is using a smart phone, it not only prohibits many classroom type activities, such as composition exercises, but it is also difficult for the teacher to monitor whether the student is working on educational activities or social activities. These combined factors currently make using technology in lessons very difficult for teachers. If all students had access to Chromebooks, teachers would be able to build lessons around the use of available web-based applications and would more successfully be able to create a blended or flipped learning environment.

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.

In a district, we understand that getting each student a device of their own is unrealistic, as the cost of purchasing new equipment each year for incoming students is not fiscally possible. However, by putting classroom sets of Chromebooks each classroom, grades 6-12, it will ensure that every student will have access to technology on a daily basis. Chromebooks are the perfect classroom tool. They are quickly set up, do not have a need for virus protection, are more affordable than a standard PC or laptop, are more functional than a tablet and do not require a locally hosted server. All necessary programs are web based and free, including storage to the cloud and Google Docs. Chromebooks start in an average of 8 seconds, making them efficient for use during class. Teachers in our middle and high schools have been using technology to reach students for several years. They use email, Twitter, Facebook and Remind101 to effectively communicate with all students. We realize that each student communicates and understands material differently now than only a few years ago and try to adapt to their needs. Teachers currently use Moodle (learning management system) to post all student assignments, materials used in class and supplemental information to the web so students can access it anytime, from school or home. Teachers could interface Moodle with Google docs so that students could communicate with them as well as with other students, making collaboration a regular part of class. Collaboration is important as it encourages open thought and idea sharing. Students would be able to look at an assignment, complete it, share it with other students as well as turn it in to be graded, all online in their classrooms from their Chromebooks. It would allow for easier
collaboration, as students working in groups could keep track of all assignments through Google Docs. There is no need for printing material or meeting in person outside of class. In addition to collaboration, Chromebooks will also allow blended learning to occur in each classroom. Teachers can use a blend of technology based material and traditional learning techniques to help reach every type of learner. There are multiple benefits of the blended classroom model, including differentiated instruction, data driven decision making and accelerated learning. Universities are using the blended and collaborative models in many of their courses and expect students to have an understanding of this method, as it is the new reality, not only in education, but in the workplace as well. As outlined above, this project aligns with Tallmadge City School’s continuous improvement plan: we want our students to be active, engaged learners with the skills necessary to become productive citizens. The Chromebooks will allow them to be active and engaged and will give them the collaborative and technological skills to be successful in anything they may choose to pursue in their post-secondary lives.

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.

14. What is the total cost for implementing the innovative project?
   * 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).
   Nearly the entire budget ($1,080,000) consists of equipping classrooms with the technology necessary to deliver an effective education moving forward. There is a small piece of professional development as we train our teachers to use the new technology, and along with that the cost of substitute teachers for those couple days while the staff is being trained. This grant will not necessitate the use of other funds to support this grant as it is primarily for the purchase of needed equipment.

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.
   * Provide a brief narrative 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 new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.
   This project is self-sustaining as it is primarily equipment based with a very small professional development component. And, because it is equipment the only ongoing cost would be the replacement of the Chromebooks beyond the 5 year warranty as described in #15 above. This will provide ongoing instruction opportunities that we can not afford without this grant.

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 project 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.)

* Narrative explanation
   - Implement (MM/DD/YYYY): 03/01/2014
   - Summative evaluation (MM/DD/YYYY): 06/01/2014

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

Teachers at the middle and high school level have been trying to effectively integrate technology into their content areas and to foster experiences that promote technological literacy. This goal has been difficult to achieve in that teachers in both buildings are limited in their ability to use technology on a daily, or sometimes, a weekly basis. There are two computer labs available in each building and teachers must reserve time to be able to use the computers. Once the teachers have secured the time, they then have to get their students to the lab and have them log-on to the computers. This process can take anywhere from 10-20 minutes. If the students who have devices do use them in the classroom - it often leaves students out who do not bring their own devices. It also is difficult for a teacher to lead a lesson when they are not certain of the devices that will be brought to school by students. Not all devices have the same capabilities. If funding for this project is received, we will discontinue the current BYOD program. The introduction of the Chromebook to the district will bring infinite changes to the classroom. Teachers will be able to create lessons around the technology they know they have in their classrooms. They will only spend about 8 seconds getting students to log on to the Chromebooks, leaving more time for instruction. Teachers are currently using Microsoft office to have students compose papers, prepare presentations and create spread sheets. The district pays for a license to allow each student access to Microsoft and provides storage space on a local server to store all of the completed documents. Using Chromebrowsers, students can compose everything through free educational apps (Google Docs, Google Forms, Google Interactive presentation, etc) and can store and share all of their documents to the cloud for free. Students will be able to collaborate with other students in their class, in other classes or with staff on projects and papers. They can choose with whom they would like to share their information. The information can be saved via the cloud and accessed from home, making it easier for students to finish assignments they started at school, or vice versa. Teachers at the middle and high school levels would need to undergo a one day training session to learn how to best utilize the Chromebooks in their classrooms. After their one day training, if they had questions, they could contact the Tallmadge City Schools Technology Director or Network Administrator for assistance. All of the applications are easy to use and should be seamlessly introduced into the classroom. We have known evidence that changes to procedure would have to be made; however, the changes would be positive.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication
29. 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.

As a district, we understand that getting each student a device of their own is unrealistic, as the cost of purchasing new equipment each year for incoming students is not fiscally possible. However, by putting classroom sets of Chromebooks each classroom, grades 6-12, it will ensure that every student will have access to technology on a daily basis. Chromebooks are the perfect classroom tool. They are quickly set up, do not have a need for virus protection, are more affordable than a standard PC or laptop, are more functional than a tablet and do not require a locally hosted server. All necessary backups are stored in the cloud with Google Docs. These are important pieces of 21st century learning. Teachers in middle school and high schools have been using technology to reach students for several years. They use email, Twitter, Facebook and Remind101 to effectively communicate with all students. We realize that each student communicates and understands material differently now than only a few years ago and try to adapt to their needs. Teachers currently use Moodle (learning management system) to post all student assignments, maintain student grades and important information to the web so students can access it anytime, from school or home. Teachers could interface Moodle with Google docs so that students could communicate with them as well as other students, making collaboration a regular part of class. Collaboration is important as it encourages open thought and idea sharing. Students would be able to look at an assignment up, complete it, share it with other students as well as turn it in to be graded, all online in their classrooms from their Chromebooks. It would allow for easier collaboration, as students working in groups could keep track of all assignments through Google Docs. There is no need for printing material or meeting in person outside of class. In addition to collaboration, students would be able to use this software for real-world needs. Teachers could use this software to assign projects 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.

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. Teachers in our middle and high schools have been using technology to reach students for several years. They use email, Twitter, Facebook and Remind101 to effectively communicate with all students. We realize that each student communicates and understands material differently now than only a few years ago and try to adapt to their needs. Teachers currently use Moodle (learning management system) to post all student assignments, maintain student grades and important information to the web so students can access it anytime, from school or home. Teachers could interface Moodle with Google docs so that students could communicate with them as well as other students, making collaboration a regular part of class. Collaboration is important as it encourages open thought and idea sharing. Students would be able to look at an assignment up, complete it, share it with other students as well as turn it in to be graded, all online in their classrooms from their Chromebooks.

The largest obstacle for any district, would be the initial funding of the project. Tallmadge City Schools is committed to spreading information regarding this program, if funded, to surrounding districts. We will gather data via Moodle and the Google Apps for Education domain and share this data not only with surrounding schools, but with any school interested in implementing a similar program.

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

YES

22. If so, how?

This project could be implemented in other districts in the state, however, many of them would have to rely on grant monies to do so. The largest cost for this project is the purchase of the equipment.

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

The value of this project is life long for the students it will impact. Students will be learning through the use of technology on a daily basis. This is the way in which they will be learning in a college setting, and for many of them, will carry over into their professional lives. Gone are the days of hand writing and of server based computing. Web based instruction, cloud based storage and collaborative learning are all the way of the future. We would be doing a great disservice to our students if we did not stay ahead of the curve when it comes to technology. Students and parents entrust us with the job of preparing students for their futures and to best do this job, our students need current technology. Funding from this grant will allow us to provide students with the most diverse learning environment. It will move us further into the digital age and will prepare our students for a brighter future. Teachers will be asked to give feedback regarding the use of Chromebooks as well as to share their experiences with other teachers in the building. We will have open communication from our IT department to our teachers and our IT department will share successes and experiences with staff in each building. Our IT department will also keep abreast of new developments in web based instruction and will update teachers as needed. The IT department will use information attained through Moodle and Google Apps for Education to decide which programs are useful and which are not and will share that information with teachers and administration as it becomes available. Students are also excellent resources when it comes to technology. We do rely on as well as the help from students to help decide which programs are working well and which programs students feel they would benefit from using in class, if they are not already being utilized.

24. What are the specific benchmarks related to the 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.

1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities. 2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems. 3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness of specific tasks, d. process data and report results. 4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions. 5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship. 6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems. b. select and use applications effectively and productively. c. troubleshoot systems and applications. d. transfer current knowledge to learning of new technologies.

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.

Evaluation of the impact of this program will occur by monitoring usage reports in both the Learning Management System (Moodle) and in the Goodie Apps for Education domain. OTES walkthroughs will also be used to determine the level of use and proficiency. Teachers can request support via the help desk system and ongoing training and peer support will occur when teachers need assistance.

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 evaluate 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 Kurt Gwin, Director of Technology, Tallmadge City Schools 10/25/2013