

Budget

Granville Exempted Village (045393) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (343)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	850,000.00	0.00	850,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		40,000.00	6,100.00	92,567.00	0.00	0.00	0.00	138,667.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		40,000.00	6,100.00	92,567.00	0.00	850,000.00	0.00	988,667.00
Adjusted Allocation								0.00
Remaining								-988,667.00

Application

Granville Exempted Village (045393) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (343)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Digital Efficiencies

2. Executive summary: Please limit your responses to no more than three sentences.

The Digital Efficiency Project will fundamentally change the way we do business in the classroom. In this project we plan to accomplish all three goals outlined in this grant. Our Digital Efficiency Project will increase overall classroom effectiveness essentially improving student achievement, reduce supply cost improving our 5 year forecast, and allow for a redirection of assets increasing resources in the classroom.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

1273 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Jeff Brown

Organizational name of lead applicant
Granville Exempted Village

Address of lead applicant
130 North Granger Street, PO Box 417, Granville, OH 43023 - 0417

Phone Number of lead applicant
740.587.8110

Email Address of lead applicant
jrbrown@granvilleschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The project components are: a). Creating high-quality online courses of our curriculum. Creating these courses provides flexibility of content, addresses the issue with limitations of traditional textbooks (antiquated content, increasing costs, and lack of student engagement), the ability to capture institutional knowledge of master teachers before losing them to other districts or retirement, and it extends the classroom beyond the traditional school day and year. b). Build capacity of staff to utilize a learning management system (LMS) to improve student learning. The training model will include all the tenets of high quality professional development (ODE, 2008). Initially, compliance from teachers is needed before we can get commitment. We will monitor changes in classroom practice regularly through administrative walkthroughs and implementation of OTEs as one means of evaluating the project. c). Providing mobile devices for students in grades 7-12 to give access to digital content and classroom instruction. For students to effectively access & create digital content we need to remove barriers of access. By providing mobile devices we can ensure a universal platform that reduces support costs, improves compatibility, & sharing of content. This also improves the ability of students to collaborate. d). Reinforce infrastructure to support the initiative. The previous initiatives are contingent on a sufficient infrastructure. The staff will rely on the dependability & speed of the network to support the volume of users on the system. to support the volume of users on the system. These four components will be essential in preparing our students to be college & career ready. This will also prepare our teachers to go beyond the traditional classroom strategies empowering them to be more efficient with content delivery & using data to drive instruction. There is a synergistic relationship between the goals of the grant and the expected outcomes of the project.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Digital Efficiency project will be essential in preparing our students to be able to collaborate, communicate, innovate, and critically think. We will bring our high-quality instruction online in an effort to broaden opportunities for students to meet their potential and reduce long-term operating costs. We are a lighthouse district as noted by our historic high achievement and high student progress. This uniquely identifies us as a model district for creating high quality online courses aligned to Ohio's New Learning Standards. This is more than just the digitization of our current content. Through the project we will bring the learner to content, experts, and other learners (Moore, M, 1991). The research has been available for some time, but still many districts are not creating this type of learning environment. Dr. Moore's research is a critical component of the development of our project. It is our obligation to build the capacity of our staff to deliver content in a digital manner. This digital manner is not just transferring what we currently do in the classroom. It's using technology to efficiently and fundamentally change the way we do business in the classroom. An examples of this change would be using our LMS to: assess students, using item analysis to differentiate instruction, provide instant feedback, target instruction to remediate or enhance. This cannot be done effectively with the current time allotted to staff. This technology is key to making this change happen. This work is supported and outlined by Richard Culatta, Director of the Office of Educational Technology for US Dept. of Ed. To build this capacity requires significant and continuous professional development balanced with the expectation from district and building leadership. We are partnering with ITSCO (Instructional Technology Services of Central Ohio) to help provide this ongoing training.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Goal one addresses student achievement and is accomplished by several different initiatives. The first and second initiatives are the creation of online courses in a LMS (Learning Management System) for grades 7 12. This project will allow the district to utilize the most effective teachers in the creation of the online courses. We identify these staff through our the value-added reporting from the state. We currently have over 45% of our staff with value-added reports. By screening teachers with tangible data that shows their effectiveness, we better ensure quality staff will be creating the quality content and strategies. We can then build the capacity of our additional staff through use of these courses and using these "master teachers" as leaders in explaining the high-leverage strategies they use to obtain high student academic growth. These courses can then be shared across other districts so other teachers and students can benefit. We will use the QualityMatters framework to ensure the courses created are high-quality and are more than just a digitization of a traditional textbook. ITSCO will provide the training necessary for staff. The staff will actually become credentialed on the QualityMatters process and each course will need to pass the QM rubric. As ITSCO trains and credentials our staff on the creation of the courses they will also be trained on how to provide high-quality professional development. This will assist them in the capacity building process. We know that having teachers teach other teachers is a better approach than just using outside trainers or administrators. Teachers want active practioners leading this initiative. The project employs a blended approach joining the quality online content and strategies together with our teachers for grades 7--12. In addition to online courses, mobile devices will be purchased for all students in grades 7--12 ensuring all students have equal access to the online environment. These mobile devices will allow for the extension of the school day and year. This increases instructional time for all students. For example, test, quizzes, and other assessments will be delivered electronically providing instant feedback to students and valuable data back to teachers to drive instruction. Ensuring that all students have access to the online content throughout the day AND using the same

platform (PC devices) will greatly reduce access and support issues. We know through experience that when you mix device platforms (PC, MAC) and types of devices (different processors and ages) that challenges arise that greatly impacts the effectiveness of teaching and learning. Our experience is that these challenges become almost insurmountable for teaching staff and lead to abandonment by either teacher or students or both. Ensuring similar devices will address this challenge and allow the project to improve student achievement.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

The second goal of reducing spending over five years is accomplished by decreasing the amount of supplies and equipment used. These supplies and equipment include paper, toner, and printers that would no longer be needed at their current levels. We understand that replacing all paper in not a realistic goal? However a significant decrease is possible over a five year time span. With lower paper usage, a reduction in the number of printers and copiers will be implemented accompanied by the replacement of inefficient printers with more modern and cost effective models. The reduction in paper, toner, and printer/copier usage is accomplished by effectively implementing our online course creation and mobile device deployment. Further reductions in operational cost will be achieved by running fiber optic from our elementary building to our high school facility. This will eliminate our monthly cost for our current fiber contract. The creation of online courses in grades 7-12 will reduce the purchases of textbooks in the future. The 1:1 initiative will allow for the reallocation of over 200 laptops into the K-6 buildings, increasing their total computers to 800. Allowing for a greater utilization of technology. With the initial funds we will be able to purchase the professional development needed to create the courses and buy the initial technology to get the project off the ground. After we get the initial set of devices we can budget through our Permanent Improvement dollars to keep the program viable for at least the next 10 years, if not longer. See attached spreadsheet and summary for specific details on long term funding (StraightA Laptop Breakdown & Sustainability Spreadsheet Summary). The initial training will allow us to create at least ten district trainers who can lead this process moving forward. We already have four staff trained and with the additional ten we can continue to build capacity for the district even as we lose some staff to retirement or resignation. Having these trainers reduces the need for additional funds in the future. Without this grant, the district could not afford to train so many staff on the Quality Matters process or initially purchase a laptop for all 7-12 grade students, enabling a sustainable model for at least the next 10 years.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Goal three of utilization of a greater share of resources in the classroom is address by shifting funding otherwise used for device replacement in grades 7-12 to other grade levels or areas. This shift in funding will be used to provide greater access to a variety of technologies and training for other grade levels. The existing viable mobile labs in the grades 7-12 will be repurposed to the K-6 buildings. This increases the availability of technology for K-6 students and reduces the expenditure of permanent improvement funds. It also better prepares the district for the implementation of the new Next Generation Assessments that will require students to test online. We will incorporate an annual \$50 fee for each mobile device in grades 7-12. This fee will create the additional revenue necessary for the sustained purchasing of mobile devices and insurance beyond the scope of the grant. There are several aspects of the project that will allow for more spending toward students. MVNU's (Mount Vernon Nazarene University) reimbursement of \$25 per semester hour taken, will allow the district to spend less money in tuition reimbursement and utilize those funds for students. This will also save the district funds because all staff need to earn credits for relicensure. Many courses are of lower quality and cost significantly more. This option will eliminate the need for many of these courses just to obtain the necessary credits for the renewal process. After year one of the project, a stronger prediction can be made on the long term cost savings. As mentioned earlier, the initial outlay of professional development funds for training of our staff (who can then serve as trainers) will allow us to spend additional PD dollars on other necessary training at the elementary level, including those related to improving achievement K-3. This will lessen the chances of students being retained as a result of the Third Grade Guarantee.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

988,667.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The primary amount of this grant will be used to supply all students in grades 7--12 with a mobile device, software, and accessories. Grant funding will go toward the training of teachers and support staff in our learning management system. These mobile devices along with this change in classroom practice will provide significant saving in supply cost for the long term. We estimate a 25% reduction in paper and toner usage in year one with future saving between 5-10% in subsequent years. Classroom printers will be eliminated and a zone model of printing will be established in both the high and middle schools (see attached document). Over the course of the project we will work to remove 100 classroom printers and create zones for high efficient network printers. We will be able to monitor this network printing with existing software. Grant funds will go toward the purchasing of these new highly efficient zone printers. For these mobile devices to work effectively in this new one-to-one environment our current wireless network will be upgraded and expanded to account for density. Our older access points will be replaced with new 802.11AC access points which account for higher data rates and client connections. Since this will become a critical part of our classroom environment, redundancy will be added to our wireless controller along with additional wiring cost for access points and network zone printers. To account for the additional switch ports for the access points and printers new network models will be purchased with grant funds. Lastly, grant funds will be used to eliminate the recurring monthly cost of our leased fiber connection. Our two buildings are in close enough proximity that fiber can be ran between them eliminating this long term cost. In addition to the reduction in long term cost this fiber upgrade will remove an existing network bottleneck between these two buildings. This current 100mbs connection frequently becomes saturated and reduces classroom options during this time. Salaries: 10 stipends at a cost of \$4000 per or total cost of \$40000. Benefits: 10 teacher stipends benefit expenses are \$610 per or total cost of \$6100. Purchased Services: ITSCO will provide training for 54 total days at a total cost of \$90,108? support cost of redundant controller at \$2,459.80. Capital: 1520 mobile devices at \$850 per for total cost of \$988,667. High efficiency zone printer purchase of 17 at \$900 for a total of \$15,300? 60 additional CAT6 wiring for total cost of \$15,000? additional electrical wiring costs of \$6,000? 200 additional access points at \$906.5 per for a total of \$181,300? Fiber optic purchase of \$40,000? Core switches purchase of \$3050? 4-24 port modules for a total of \$7,200? 3 switch power supplies for a total of \$1,725? wireless controller cost of \$13,114.50.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

\$50,000. The addition of the new network zone printers will create recurring toner costs. The saving from the elimination of inefficient classroom printers is estimated to far outweigh this new recurring cost resulting in a net savings. This project will purchase 17 high efficiency network zone printers at a cost of \$900 each. Total cost \$15,300. The creation of a one-to-one program in grades 7-12 will create a new occurring cost. This new cost will be sustained through the creation of a lease agreement for mobile devices. Incoming seventh graders will receive a new mobile device through this lease program and will be paid for with permanent improvement funds instead of the general fund. Incoming 7th graders will receive a mobile device when they enter the middle school and keep the device for four years before it is replaced for their remaining two years. This is sustainable since the cost of the 200 7th grade devices is spread across a four year lease. This cost will occur again when the 7th graders are in 11th grade as their now four year old devices are refreshed. This source of funding will come from our existing permanent improvement funds. In regards to staff training, no recurring cost has been identified due to train-the-trainer model we will be implementing. Trainers will train other staff members in proper learning management system techniques and skills along with effective elements of an online classroom. These new trainers will mentor and training new staff during existing professional development

time. In addition, once these new online classes are created, these classes will become the core class for the subject it is created for. No recurring cost will be used to create courses year after year as any new teacher to the district will get the core online course for the subject they are teaching. This project becomes self-sustaining after the initial mobile device purchase. There are recurring costs annually, but they are sustainable with a fraction of the current permanent improvement allocation (not general operating funds) for technology. The expected savings exceeds the amount we are expending annually.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

62,375.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Through our partnership with Mount Vernon Nazarene University (MVNU) we will be able to provide staff opportunities to obtain graduate credit for the work related to the training for the LMS and course content creation. This will create savings in two ways. First, we will receive a reimbursement of \$25 per credit hour from MVNU. This should equate to at least \$1000 per year that can be returned to the general operating fund. Second, are savings in tuition reimbursement. Our district provides tuition reimbursement to all staff for the purposes of relicensure. Several staff take lower quality graduate credit because of the time commitment. By offering graduate credit through MVNU we ensure high-quality professional development and provide staff with the ability to earn graduate credit that is job-embedded and focused on our continuous improvement plan. The savings comes from the fact that many of the lower quality graduate credit options are expensive? as much as \$1000 per credit hour. MVNU maintains an extremely low cost option at \$175 per credit hour (while still giving \$25 back to the district). See the attached MVNU agreement for details. In the 2012-13 school year we used 467 cases of white paper (over 2 million pieces of paper). With the incorporation of the online courses with the zone printer adoption we expect to see a 25% reduction in the usage of paper. This results in over 116 case reduction of paper, or over \$4075 decrease in white paper costs annually. We will also expect additional savings with usage of color paper. Currently, we are using 410 cases of color paper equaling over \$20,000. We expect to save an additional \$5000 annually. We expect to save \$32,300 annually with the replacement of the current fiber optic lease from Time Warner. We also expect to save an additional \$20,000 from the general operating fund in textbook costs with the creation of the online courses. Currently, we have 14 STAR students at the 7-12 grade levels. These students provide technology support to students and staff. This reduces the need for additional technology staff. If we can continue to increase the number of viable STAR students it will help mitigate concerns from the increase in mobile devices in the district. We currently are building the STAR program at the lower grade levels and have 44 fourth grade students in the STAR program. We hope at least 20 students persist through their senior year of high school.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The self-sustainability of this project is a direct reflection on the goals outlined. Through the breakdown of each section of this grant, we will outline how these sections will be sustainable. Moving to a zone printer model will pay for itself through the elimination of classroom printers and the paper and supply costs that go along with those printers. The total cost of the high efficiency printers in a zone printer model is estimated to cost \$15,300. With only a 25% reduction on printing and copying our annual savings will be \$13,940.22. The return on investment for the printer savings section would be just over 1 year. Additional savings can be met by increasing our reductions in subsequent years. For a detailed analysis on paper and toner consumption see attachments Copier & Printer Usage along with Paper Usage and Savings. The data in these attachments represents and 5 month capture of data extrapolated out to 9 months of usage. The fiber project will completely eliminate the recurring leased fiber between our two buildings. The current cost of our leased 100mb circuit through Time Warner costs \$9,120 annually. The cost to install our own fiber line is \$40,000 giving us a complete return on investment in only 4 1/3 years from this line alone. Currently, the funds used to fund this lease come from the general fund returning \$9,120 annually. Eliminating this line also gives the district the opportunity to consolidate lines centrally at our high school. This is an additional \$10,260 of savings annually, bringing the total annual savings from the fiber project alone to \$19,380. This is nearly a 2 year return on investment. The laptop project to all students in grades 7-12 is also self-sustainable. The total number of laptops needed is roughly 1,300 depending on enrollment. The grant

will allow us to purchase the initial 1,300 laptops at \$500 each for a total of \$650,000. This will give the district a 2 year buffer to save the funds necessary for at least 10 years. This will be accomplished by allocating \$100,000 from the permanent improvement fund each year along with the establishment of a laptop fee of \$50 for each student. This fee will bring in \$65,000 each year (1300 x \$50) for an annual banking of \$165,000 bringing the total 2 years to \$330,000. The saving will continue until the computers need replaced. This is when we switch to a lease model giving students a new laptop in 7th grade and again in 11th grade with the option to purchase when they leave school. Moving to a lease reduces the total annual funds needed to provide all the laptops needed. See the attached Straight A Laptop Breakdown spreadsheet and Sustainability Spreadsheet Summary for a detailed breakdown of the funds required to sustain the project.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range July 7th - August 22nd, 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Planning: Communication of grant scope of work to internal and external stakeholders Survey staff, parents, and students to gather data to drive decision making on purchases and products. Finalize Bids and Quotes for purchasing in August. Plan the professional development or training cycle for staff for implementation in early August. Work with consultant to create the implementation and training for staff and student. July: Begin LMS training for select staff. Begin Quality Matters training for creation of online course content.

* Anticipated barriers to successful completion of the planning phase

There will likely be bumps along the way related to training or the potential of losing a staff member to another district. We could encounter issues related to receiving equipment on time, but we should order with enough time that this won't be an issue.

18. Implementation - Process to achieve project goals

* Date Range August 20th, 2015 - May 20th 2016

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Aug 2014: Begin online course creation. Sept: Purchasing and lease agreements signed for product delivery in Oct. 2014: Teachers begin to populate the learning management system with content and course structure. Teachers will follow the proposed best practices delivered in the Quality Matters professional development. Oct 2014: Mobile devices in district and imaged to support the learning management system. August 2015: Student training aligned with pick up of schedule and payment of fee. Additional training scheduled for English classes in the first week of school.

* Anticipated barriers to successful completion of the implementation phase.

Student training related to the usage of the mobile devices. We should be able to work through this issue.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range August 2015 - May 2016

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

This three-year project will have several key evaluation points. The first evaluation will occur in August of 2014. At that time, we will have trained all staff on the LMS and have much of the content created and loaded for the ten online courses. We will use exit slips at the end of each professional development session to determine next steps and identify potential obstacles to meeting the goals of our project. The creation of the online courses will be evaluated using the Quality Matters rubric ensuring that each course meets the rigorous requirements of their nationally recognized rubrics. This will ensure the quality of every course created. We will not upload any of the course content to the state's Instructional Improvement System (IIS) for others to review until they are approved by the peer review process of the Quality Matters team. We will be able to track usage of students in each of the courses in the 2015-16 school year. The QualityMatters training has its own built-in evaluation that requires the staff and courses meet a minimum requirement.

* Anticipated barriers to successful completion of the summative evaluation phase.

If we would not be able to have enough staff qualify for the credentials of the QualityMatters professional development it would be an issue.

Also, if our courses do not pass the QualityMatters rubrics. We do not expect for this to be an issue, but will need to work through it if this occurs.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

With the creation of online courses, there will be more engagement with students in the digital environment which they live in daily. There will be an organizational shift from the traditional printing of worksheets and other documents for students to more collaboration in an online environment. This will increase engagement and reduce the expense associated with printing (including paper and toner costs). This will also allow the district to leverage its most effective teachers using the highest teaching qualities to create the courses. This provides a means for the district to capture institutional knowledge before these master teachers leave or retire. As new teachers are inducted into the organization this provides a strong foundation of the course. These courses will provide the district with more assurances that regardless of the teacher the exposure to content for each student will be the same.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Research is clear that when creating online course content there must be clear integration between the face-to-face and online components (Aycocock, Garnham, & Kaleta, 2002). To ensure this integration occurs we are using the Quality Matters framework and rubrics to train staff and evaluate the courses. All courses will be evaluated against the Quality Matters rubric. Welker & Bernadino (2005), found it was important to have the course "fully developed" prior to sharing it with students. Otherwise you run the risk of creating confusion. This is why we will begin course creation in the 13-14 school year with plans to begin using them in 14-15. Brooks (2010) found that blended learning is a viable model. The integration of the online course content into our learning management system provides the ability for student interaction. This online interaction is important because it is an environment that students prefer and have experience while providing numerous opportunities for feedback (Gaytan & McEwen, 2007). These courses provide the opportunity to create learning objects that are well connected, interactive, and help make the abstract more concrete (Kay & Knaack, 2007). Add to this the fact that 89% of parents want their child in such a course (SpeakUp Data, 2013).

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Amy Palermo, executive director of ITSCO, will evaluate the training of staff and courses created electronically. This will be an external evaluation. Rob Sexton will evaluate the training related to utilizing the courses by staff and students. This evaluation is internal. He will also evaluate the success of managing the student devices. We currently have software called DataVault that will track usage of student devices so we can determine how often and in what courses students are using the mobile devices.

* 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 project's progress).

QualityMatters training (which includes both the training of the ten teachers and the courses that will be created electronically) has a rigorous evaluation process which requires teachers and the courses to be "credentialed" through a rubric. Training for staff will occur in the summer and staff will need to be successfully credentialed. We expect this to occur over the summer, but we can have additional trainings throughout the fall if needed. The courses will take some time to create and we expect them to come online throughout the school year. As these courses are created and then approved. The students and staff will be evaluated on their appropriate use of the mobile devices purchased for students. Our technology department can track usage to inform how often and in what capacity the devices are used and in what courses. This information will help to determine where additional supports are needed.

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

meet project objectives.

If we have staff who are unsuccessful with the QualityMatters training in the summer we can repeat the training in the fall. As courses are developed the QualityMatters rubric will identify where there are issues with the course. This will allow our technology department to provide specific support to help address the areas of concern. With this approach we believe that we will be able to address barriers that might occur. This may mean that certain courses are not ready as soon as others. Since we do not plan to fully utilize the online courses till the 2015-16 school year, we believe we will have courses appropriate.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Granville Schools has a long tradition of academic excellence. For fourteen years Granville Schools has received the highest rating from the state and hopes to continue this practice in the future. Though the traditional approaches have been successful, our students have lacked the digital and/or 21st century skills necessary to be successful in college or in the global market place. This project will be critical for Granville Schools to bring our students and staff into this digital world. By putting a device in the hands of every 7--12 student, the creation of online courses, coupled with the high quality professional development allows us to expand our traditional success into the digital world. This 7--12 initiative will give greater access to resources like computers, tablets, and software to students in grades K--6. These K--6 students will be exposed to new technologies and create digital content at an earlier age. This exposure will better prepare these younger students for 1-to-1 in the middle and high school. The professional development our staff will receive will prepare them to create quality online courses for years to come. Core courses of each subject will eventually be created capturing the instructional knowledge of our most effective teachers. This will provide a foundation for newer or inexperienced teachers.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Increase student achievement by creating online courses and providing students with a mobile device to interact in the online environment. Short term outcomes: 100% of 7 12 students will have access to online courses with a personal mobile device. Creation of 10 online courses by the 2015-16 school year. 50% of teachers trained in use of learning management system by the end of the 15-16 school year. Long Term outcomes: 100% of teachers trained in the use of the learning management system by the end of the 15-16 school year.

* Spending Reduction in the five-year fiscal forecast

Reduce spending in 5 year forecast: Short Term: Reduce paper usage by 25% in the 14-15 school year. Remove cost of fiber optic lease through the purchase of our own fiber optic line by the beginning of the 2014--15 school year. Long Term: Reduce paper usage by 25% consistently over 3 year period. Drive resources to the classroom Short Term: 50% of teachers will utilize the learning management system in their traditional courses. Utilize STAR students to assist with technology support to prevent the need for additional technology staff. Long Term: Reduce the expenditure of textbooks by \$20,000 through the creation of online courses by the 15-16 school year and beyond. Increase the number of STAR students.

* Utilization of a greater share of resources in the classroom

Through the decrease in purchasing textbooks we will be able to reallocate those funds to additional resource materials for students.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Our process will show the steps necessary to replicate our project for ensuring the quality of the online courses created by our highly-effective staff. These courses can then be used in a blended model to improve the instruction in any Ohio school district. The Quality Matters organization will certify our courses ensuring the design meets their nationally recognized benchmarks for course design quality. Our deployment process for the 1:1 initiative. We will be able to assist any district who wants to move in this direction.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I accept, Jeff Brown, Superintendent, Granville Exempted Village Schools, 04/18/2014

Consortium

Granville Exempted Village (045393) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

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Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Rob	Sexton	740.587.8113	rsexton@granvilleschools.org	Granville Exempted Village	045393	PO Box 417, Granville, OH, 43023-0417	
Amy	Palermo	614.895.4738	amy@itsco.org	ITSCO		4151 Executive Parkway, , Westerville, Ohio, 43081	

Implementation Team

Granville Exempted Village (045393) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Amy	Palermo	Executive Director of ITSCO	Amy will lead the professional development and QualityMatters training.	In Amy's current position, she is responsible for the creation and roll out of professional development programs to the 30,000 + educators in ITSCO's service area. Amy has managed many large scale grant projects including projects from the Library Services and Technology Act, Martha Holden Jennings Foundation, eTech Ohio, and Ohio Department of Education. Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses.	QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions.	
Rob	Sexton	Superintendent	Manage and approve all budget items.	Mr. Sexton is the current technology director and has over 17 years of experience in Information Technology including both corporate and educational environments. Over his career Mr. Sexton, has supervised the roll out of several large projects. These large projects include a 23 building WiFi deployment bundled with a 2 million dollar laptop cart project. In addition, other large scale projects include multiple infrastructure improvements involving gigabyte PoE+ switch upgrades and district wide VoIP phone system installations.	Mr. Sexton has also lead district technology integration initiatives improving the use of technology in the classroom as well as cost reduction projects involving energy and consumable products. These projects have worked together to increase district wide efficiencies and increase the bottom line in regards to the 5 year forecast.	