### Budget

Franklin City (044008) - Warren County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (75)

U.S.A.S. Fund #: 466  
Plus/Minus Sheet (opens new window)

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Adjusted Allocation: 0.00

Remaining: -997,558.85
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Bridging the Digital Divide CCC = E (Creating, Collaborating, Connecting = Empowerment)

2. Project Summary: Please limit your responses to no more than three sentences.
   FCS aims to improve student achievement and growth through personalized learning utilizing digital resources and creatively enhanced by Project This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.
   This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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<th>Grant Year</th>
<th>Pre-K Special Education</th>
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| Year 2     | 235 4                   | 246 5 | 232 6 | 7     | 8     |
|            | 9                       | 10   | 11    | 12    |       |

| Year 3     | 231 4                   | 227 5 | 235 6 | 7     | 8     |
|            | 9                       | 10   | 11    | 12    |       |

| Year 4     | 227 4                   | 231 5 | 227 6 | 7     | 8     |
|            | 9                       | 10   | 11    | 12    |       |

| Year 5     | 230 4                   | 227 5 | 231 6 | 7     | 8     |
|            |                         |       |       |       |       |
4. Explanation of any additional students to be impacted throughout the life of the project. 
   This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.  
   N/A

5. Lead applicant primary contact: - Provide the following information:
   - First and last name of contact for lead applicant: Douglas A. Cozad
   - Organizational name of lead applicant: Franklin City Schools
   - Address of lead applicant: 150 E. Sixth St., Franklin, OH 45005
   - Phone Number of lead applicant: 937-743-8601
   - Email Address of lead applicant: dcozad@franklincityschools.com

   Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

   a. The current state or problem to be solved; and

   Our current problem in FCS is low student achievement and growth on standardized assessments. We have been working hard to put into place a strong core curriculum and a rigorous RTI process for both intervention and enrichment, and classroom differentiation; however, students in Franklin City Schools are still underperforming on state and district-level assessments. We have multiple areas of concern as reported on the 2013-14 State Report Card: Progress, Overall-D, Gifted and Students with Disabilities (SWD)-C, Lowest 20%-F, Gap Closing-F, K-3 Literacy-F. Additionally, four out of the five elementary schools are ESEA Watch schools due to those schools receiving a D or F on the 2013-14 AMO Component. District MAP Reading and Math scores in grades 1-6 show that our students are below the National 50th percentile on all tests except 2nd grade. We lack technology resources to support differentiated instruction to close the achievement gap among the AMO subgroups and to increase growth for students at all levels. To address these areas of concern and to allow for greater differentiated for personalized learning, the district recently purchased Compass Learning and Fast ForWord; however, we haven’t been able to fully utilize the capabilities of these programs due to the lack of access to student devices. We are currently piloting curriculum resources in ELA and Math that have strong digital components. The increased access to technology would allow us to fully utilize all aspects of the programs, especially the components that reach students above or below grade level. At our elementary schools we currently have a device ratio of 18.6 devices per every one student. Additionally, we currently lack a flexible space for teachers and students that fosters a culture of collaborative and project-based learning and to hone the skills that are embedded in the state standards, are essential of being college and career ready, and allow for more rigorous enrichment activities.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Creating a solid base of learning in the early grades is critical to the long-term success of our students and school district. Measures of Academic Progress (MAP), an ODE approved diagnostic screener, was purchased and provides teachers with critical student data. Additionally, to help build this solid base, 2 new software programs (Compass Learning and Fast ForWord) were also purchased to help provide personalized learning for students in these early grades but teachers aren't able to fully utilize these new programs due to lack of access to student devices. MAP data integrates with Compass Learning to create a differentiated learning path for each student that can be used in conjunction with our RTI process of providing intervention and enrichment. Professional Development has been provided on these programs. At this time, students in grades 1-6 are only scheduled for Compass Learning 30 minutes a week. Students in grades 1-3 and select students in grades 4-6 utilize Fast ForWord 3 times a week for 30 minutes each time. In order for these programs to have the most impact on increasing student achievement, this amount of time is not nearly enough. If we increase the number of devices from our current ratio of 1 device for every 18.6 students to the proposed 2:1 ratio, students will have dramatically more access to these programs. We are proposing to purchase one mobile lab for each grade level at each of our five elementary schools. This would be a total of 30 mobile labs, which would include 28 devices per lab and one charging cart. 10 teachers of the Core Team, 2 teachers from each elementary school, will be the Technology "Train the Trainers" to help with long-term implementation. With new digital resources to account for learning in the 21st century, students will have an increased need for access to devices. As the district reads itself to purchase digital core curriculum resources, additional devices are needed for students to fully utilize the breadth of these digital components. The district was approved for E-Rate funding in the amount of $385,904 which enabled the district to install access points in each classroom and upgrade the backbone from T1 Gig to 10 Gigs. The district is ready to support the increase of the number of devices from this grant. Next, we are proposing to purchase a modular classroom to be used as a Digital Collaboration Center (DCC) at each of our 5 elementary schools. The DCC will be furnished with the technology to support an active learning environment allowing students, staff and partners to integrate Project Based Learning (PBL) activities in an ideal environment. PBL uses real-life problems to motivate students, challenging them to think deeply about meaningful content, and enabling them to work collaboratively are practices that yield benefits for all students. Currently, there are no ideal spaces which allow for deep inquiry and hands-on experiences. Our elementary schools were built in the 1950s and 1960s, have small classrooms, and are currently utilizing every space possible for instructional purposes. There is a lack of space that would allow for a technology enriched learning environment where teachers could actively engage their students in new and exciting ways through technology, collaboration and project based learning. The DCCs will also be available for after-school activities and summer enrichment programs. The district will create a Core Team that consists of 1 primary and 1 intermediate teacher from each elementary school that will implement the project based learning process. This team will attend PBL training and then utilize the Train the Trainer model with the rest of the staff. Even though PBL can occur in any classroom, a collaborative-enriched environment is more conducive to improve engagement and learning and ultimately higher student achievement.

9. Select which (up to 4) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

As a result of the project implementation of the initiatives in this grant, we will have an impact on our State Report Card K-3 Literacy and Gap Closing Scores, and district MAP scores. Based on State Report Card in the 2013-14 school year, our district received a 38.6% "D" in the area of K-3 Literacy. It is our goal to decrease the number of students who qualify for a reading improvement plan by 10% per year. On the same report card, each elementary received an "F" in the area of Gap Closing. Our goal is to receive at least a D in the first year of the grant, C in the second year, and then maintain at least a B for the remainder of the grant. Lastly, on the MAP tests we want all district grade-level Mean RIT scores to be at or above the National Mean RIT. As a result of Project Based Learning, we also anticipate an increase in student engagement, achievement in mathematical reasoning and Listening Skills (Ohio Learning Standards, 2014).

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

It is assumed that increase access to devices that effectively manage a personalized learning approach and a strong project-based learning culture will increase student achievement and growth in learning. This is especially critical in the primary grades of elementary school as students create a solid base of learning in which the rest of their schooling life depends on. MAP data provides information to pinpoint a student's strengths and weakness in both math and reading. This information is then loaded into Compass Learning to provide a customized learning path. Another personalized program is Fast ForWord. The minimum recommended usage is 3 times a week for 30 minutes. Students can increase reading skill level up to 2 years in just months thus enabling them to better access grade-level content. Fast ForWord focuses on cognitive skills like memory, attention, sequencing and processing speed and works from the bottom up, using the principles of neuroplasticity. It aims to remediate the underlying difficulties that keep struggling readers from making progress. It is assumed that increased use will result in faster growth in reading skill levels. Additionally, the soon to be purchased digitally-based Math and ELA resources will be enhanced through the use of additional devices. Access to more devices would result in more time utilizing these core programs and the differentiated supplements that come with them, which would result in more consistent access to rigorous standards-aligned materials. Increasing the number of Project-Based Learning activities will have a positive impact on future testing because students practice decision making and deductive reasoning and are exposed to examples from real life. They are able to expand their skills, evaluate their options, think critically and move information from short- to long-term memory.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Foundational educational research clearly identifies individualizing the instructional process for students leads to increased student achievement, motivation, and engagement (Bandura, Bloom, Dewey, Reis, Tomlinson, and Vygotsky). We are in the initial stages of implementing MAP from NWEA, Compass Learning, and Fast ForWord this school-year. Providing the appropriate amount of access to devices in order for our students to fully utilize our recently purchased products has been a challenge this first half of the school year. We piloted MAP last spring and used Compass Learning during elementary summer school. Since MAP is a computerized, adaptive
assessment program that provides educators with information they can use to improve teaching and learning. The assessment itself adapts to the student's ability, accurately measuring what a child knows and needs to learn. Since MAP is also an approved diagnostic screener by the state of Ohio for the Third Grade Reading Guarantee. MAP tests allow teachers to measure individual student academic growth over time, independent of grade level or age. NWEA has the largest norm reference group in the nation, providing highly accurate, norm-referenced scores. MAP results, however, go beyond ranking student achievement to identify the skills and concepts a student knows, and what he or she needs to learn in order to keep growing. With accurate, timely information on an individual student's needs, teachers can target instruction so every student is learning and growing (NWEA.org). Additionally, MAP data is transferred into Compass Learning to provide an individualized learning path for each student. The effect size for the Compass Learning study group was 0.52. What Works Clearinghouse defines those interventions with effect sizes above 0.25 as "substantively important," putting the Compass Learning effect well above that range. In fact, this effect size puts Compass Learning in the "zone of desired effects"-the highest category defined by meta-analysis researcher John Hattie (Compasslearning.com). Due to the lack of devices, students are only scheduled to access Compass Learning for 30 minutes a week. This is not enough time for students to work through the 8 learning paths assigned to them based on his/her MAP results. Fast ForWord is also new this school year and focuses on cognitive skills like memory, attention, sequencing and processing speed and works from the bottom up, using the principles of neuroplasticity. It aims to remediate the underlying difficulties that keep struggling readers from making progress. Case studies in British Columbia exceeded reading gains, with improvement of 1.4 years in the 5 months between tests. Lastly, students in an Indiana district nearly doubled the expected gains in reading as determined by NWEA MAP results (www.myscilearn.com/results/fast-forward-results). The ideal time for students to be on Fast Forward is 5 days a week for at least 30 minutes. Due to the lack of devices, it has been a struggle for students to use the program 3 days a week for 30 minutes. Project-based learning (PBL) is a systematic teaching method that has its main emphasis on learning through projects (Thomas, 2000). Further, he found some evidence that this approach enhances the quality of student learning compared with other instructional methods. He also cited evidence that project-based learning is effective for teaching processes such as problem solving and decision making, but much of this research lacked comparisons with other methods. Studies by Korkmaz and Kaptan (2002) and Seloni (2005) found statistically significant effect on students' academic achievement when PBL was utilized. This can especially be the case when used in the subject area of Science. We have not implemented PBL systemically in our schools but see the potential of increasing student achievement through integrating it throughout our elementary schools.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

As a result of the project implementation of the initiatives in this grant, we will have an impact on our State Report Card K-3 Literacy and Gap Closing scores, and district MAP scores. Based on State Report Card in the 2013-14 school year, our district received a 38.6% "D" in the area of K-3 Literacy. We had 469 students on a Reading Improvement Plan. It is our goal to decrease the number of students who qualify for a reading improvement plan by 10% per school-year. On the same report card, each elementary received an "F" in the area of Gap Closing. Our goal is to receive at least a D in the first year of the grant, C in the second year, and then maintain at least a B for the remainder of the grant. Lastly, students in grades 1-6 take both the Reading and Math MAP test, a total of 12 tests. Of those 12, we were above the National Mean RIT on only 2 of the 12 tests. We want to increase the number of tests at or above the Mean RIT score by 2 tests per year. By the end of the 5 years of the grant we want all district elementary grade-level Mean RIT scores to be at or above the National Mean RIT. After teachers are trained on PBL, teachers will create 1 new PBL activity per school-year. These PBL activities will be posted online for the public to access and downloaded.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

As a result of the project implementation of the initiatives in this grant, we will have an impact on our State Report Card K-3 Literacy and Gap Closing Scores, and district MAP scores. It is our goal to decrease the number of students who qualify for a reading improvement plan by 10% per school-year. Based on State Report Card in the 2013-14 school year, our district received a 38.6% "D" in the area of K-3 Literacy. We had 469 students on a Reading Improvement Plan. In the area of Gap Closing, it is our goal for each elementary to reach a "B" on the State Report Card in year 3 of the grant and maintain for the rest of the grant. On the same report card, each elementary received an "F" in the area of Gap Closing. Lastly, students in grades 1-6 take both the Reading and Math MAP test. By the end of the 5 years of the grant we want all district elementary grade-level Mean RIT scores to be at or above the National Mean RIT. Of the 12 MAP tests in elementary reading and math, we were above the National Mean RIT on only 2 of the 12 tests.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We will use the state and local data that we are collecting to analyze how we are doing with our Straight A grant. We will examine data from MAP, Compass Learning, and Fast ForWord and will take action if results are not acceptable. We will examine fidelity of implementation and, if necessary, provide additional professional development. In the area of Project Based Learning we will also focus on fidelity of implementation, examine how the space in the DCC is being utilized, and/or provide additional professional development. We will look to teachers who are having success (according to our data) and utilize them to work and collaborate with teachers who may be struggling. We will annually survey teachers to inquire about implementation of the above mentioned programs in addition to looking at the data.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Example: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.
iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome. These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized? Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project. Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized? Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. These should be measureable changes, not the accomplishment of tasks. Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison. Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

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

Salaries: stipends for teachers who are the "Train the Trainer" for PBL - $1000 X 10 = $10,000; stipends for teachers who are the "Train the Trainer" for Effective use of devices and hardware - $1000 X 10 = $10,000; For a total of $20,000 in salaries for professional development.

Benefits: benefits for the stipends for teachers who are the "Train the Trainer" for PBL - 15.45% of $20,000 = $3,090 Purchased Services: Project Based Learning PD "Train the Trainer"- 3 days with 2 follow-up days - $23,000 Effective use of devices and hardware - 6 days X $2,400 = $14,400, Supplies: $0 Capital Outlay: Digital Collaboration Centers (DCCs): 1 24' X 40' modular classroom "turn-key" 5 X $79,735 each = $398,675; Collaboration tables w/ stands 30 X $1149.67 plus shipping of $1,859.71 = $36,349.81; Computer Carts 30 X $1500 each = $45,000 Chromebooks (with 4 year warranty) X $433 each = $14,400, Interactive Display Panel 5 X $4,000 = $20,000, Vernier science probes packages- 5 X $1,516 = $7,569.10; Mini PC - 5 X $710=$3,550; 850 Chromebooks (with 4 year warranty) X $433 each= $368,050;

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

Total costs associated with maintaining program are minimal-FY18 and FY19 -- 20 days in FY18 and FY 19 for substitute services cost of $100.30 per day (including benefits - contracted through SWO-COG) to sub in the classroom while all elementary teachers are trained on PBL; FY18,FY19,FY20,FY21,FY22--$5,000 on 3D Filaments for the 3D printer $5,000 in supplies for computer repairs.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?
17. Please explain how these cost savings will be derived from the program. Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

**100**

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?  

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds. Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Throughout the forecast years (FY18 - FY22), there will be a savings due to the transition from printed instructional materials to digital materials. This is made viable because of the increase of devices from this grant. This savings will be $12,006 in FY18 and FY19 and $10,000 in FY20,FY21,FY22.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:
Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date RangeFeb. 2016-July 2016

b. Scope of activities - include all specific completion benchmarks.

Inform public of grant approval Set up training dates of PBL training that will occur in August, 2016. Set up Technology Device Training for the trainers that will occur in August, 2016. Technology devices ordered, DCCs ordered and installed, furniture ordered and installed Analyze State Report Data, MAP, Compass, and Fast ForWord data to help guide decision making for the next school-year.

22. Implementation(grant funded start-up activities)

a. Date RangeAugust 2016-May 2017

b. Scope of activities - include all specific completion benchmarks

Teachers will be trained on how to most effectively use the technology devices in August before school starts and on a scheduled District Professional Development Day. Devices will be deployed to the buildings by the first day of the school-year. 3-day Project-Based Learning Training will occur before the first teacher contract day. This is for the PBL “Train the Trainers” staff. 2 additional days of coaching on PBL will occur during the school-year by the end of 3rd quarter. These staff members will receive a stipend to help staff implement PBL in subsequent years. Technology Training will be offered throughout during district professional development days.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeJune 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

Initial Project Based Learning (PBL) Training by the District Trainers-Train 50% of the elementary staff in FY18 and 50% of the staff in FY19. Within the same year of training, teachers will be required to create a PBL activity and post it online. To further enhance PBL, additional trainings will continue to be offered by the district trainers on scheduled PD days in FY20, FY21, and FY22. "Effective use of Technology" Trainers will offer trainings during the designated district professional Development Days in each subsequent year. On an annual basis, the
E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

The barrier to access personalized digital resources will be dramatically decreased. Combine that with Project-Based Learning to stretch our students minds to problem solve and increase exposure to higher order thinking skills, the landscape within our elementary schools will have dramatically changed. This personalized learning will focus on the gaps our students have in reading and math and work to dramatically decrease them. This will allow students to be better prepared to access grade-level content. Teachers will then be able to focus more time on grade level and enrichment concepts because less time will be needed on remediation. Based on State Report Card in the 2013-14 school year, our students have numerous gaps and struggle to access grade-level content. These struggle are corroborated by district assessments in MAP. In grades 1-6, only 2nd grade scores were above the National Mean RIT scores. Creating this solid base in elementary school will have a domino effect as students progress through the grade levels. In turn, test grades and report card grades will increase. This will help with the positive community perception that already exists. Increasing the number of Project-Based Learning activities will have a positive impact on future testing because students practice decision making and deductive reasoning and are exposed to examples from real life. They are able to expand their skills, evaluate their options, think critically and move information from short- to long-term memory. This positive impact will then be spread to the junior high and high school whom are not directly involved in this grant.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Doug Cozad-Franklin City Schools--150 E. Sixth St., Franklin, OH

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The plan to evaluate the impact of this project includes the June, 2016 end--of--year quantitative analysis of: state and federal standardized test scores, Report Card K-3 Literacy Rates, # of students on Reading Improvement Plans, Report Card Gap Closing grades, MAP Mean RIT scores of Spring benchmark scores for reading and math, May 2017 Franklin City Schools internal survey of teachers and students, to be repeated annually, May 2017 survey of parents and students, to be repeated annually, annual software tracking to determine teacher and student use, teacher participation in district developed professional development, evaluating the usage of the Digital Collaboration Centers, assess the number of and the quality of Project-Based Learning modules, repeated annually, principal observations and evaluations of teacher technology use/integration, agendas of monthly meetings of the Straight A grant team to review implementation plans. This process will serve as an ongoing progress monitoring check to assess participant commitment and fidelity of implementation over time, to quantify rates of goal attainment, and to evaluate program effectiveness. If participants are determined to be disengaged from implementation or exhibit low levels of fidelity of implementation, this review team will guide the development of strategies to increase the intensity or frequency of targeted assistance to more effectively engage the participant in the appropriate and necessary set of actions.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

This project can be replicated as a whole or in parts. Since our project is not a true 1:1 student to device ratio (it is a 2:1 student to device ratio), it may be more financially feasible for other districts to replicate. Additionally, we are trying to capitalize on fully utilizing our current software programs. Many times, districts are not able to wipe the slate fully clean of the software resources that they have and start over. Districts must look for ways to more effectively utilize current resources to get the most out of them. By adding additional devices, usage of current programs can increase because access is increased. Additionally, though we seek DCCs for Project-Based Learning so that it is in
an ideal learning environment for such endeavors, PBL can be utilized anywhere. Information related to the implementation of this project will be posted on district websites and social media accounts, such as timelines, project budgets, technology hardware and software purchases, and transformation pictures. Then, other schools and districts can view the steps taken to begin this process and replicate the project themselves. Also, we will welcome site visits to FCS from any district or school that is interested in implementing a similar model. The administrators, staff and grant team would make themselves available for discussion, and would also provide opportunities to observe teachers and students utilizing these devices and implementing PBL in the new Digital Collaboration Centers. FCS will host a community night showcasing this project and highlighting personalized and project-based learning. In order to reach a broader audience, FCS will partner with the Ohio Department of Education in hosting live or recorded webinars, sharing how to implement a similar project with other Ohio school districts. FCS will develop a proposal to present at future Ohio Educational Technology (OETC) which will focus on personalized learning and Project-based learning. This will provide any district or school with the necessary details to adapt this project to their specific needs.

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 agree
Consortium

Franklin City (044008) - Warren County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

**Consortium Contacts**

| No consortium contacts added yet. Please add a new consortium contact using the form below. |
No partners added yet. Please add a new partner by using the form below.
# Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
<td>Team</td>
<td>Teachers</td>
<td>The Core Team will be responsible for the Train the Trainer model for the Project Based Learning or Effective Use of Technology. Teachers have been Train the Trainer for other projects.</td>
<td>FCS teachers average 13 years of experiences and 70% hold at least a Master's Degree.</td>
<td>Our teachers are highly qualified and have experiences implementing various programs and technologies.</td>
<td>70% of FCS teachers hold at least a Master's Degree.</td>
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<tr>
<td>Technology</td>
<td>Department</td>
<td>Technology Staff</td>
<td>This department will be responsible for performing district or school--based duties, providing technical assistance with the installation and maintenance of hardware, software, network communication and workstations.</td>
<td>The technology department team has served the district over 10 years in their roles. They have continued to stay updated on current technology and implementations.</td>
<td>The technology department has experience with the implementation of many district--wide technology initiatives through SchoolNet Plus, Title II-D, and assistive technology grants. There department is also responsible for the E-Rate Telecomm reimbursement</td>
<td>varies</td>
<td>10</td>
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<tr>
<td>Doug</td>
<td>Cozad</td>
<td>Assistant Superintendent</td>
<td>Dr. Cozad will be Grant Administrator and Lead Grant Manager.</td>
<td>Dr. Cozad has over 10 years of administrative experience. Currently, he manages all Federal Funding Grants and is in charge of the curriculum, instruction, professional development, and the Ohio Improvement Process for the district.</td>
<td>Previously, Dr. Cozad was a middle school principal, high school assistant principal and a technology integration specialist. He has been the lead at the building level for 1:1 pilot programs and has been the lead on implementing new programs/initiatives.</td>
<td>Ph.D, Northcentral University; Master's in Educational Leadership, University of Dayton; B.S. in Education, Wright State U.; A.A.-Edison C.C</td>
<td>15</td>
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<tr>
<td>Jana</td>
<td>Bellamy</td>
<td>Treasurer</td>
<td>Mrs. Bellamy will make sure the grant is fiscally sound and sustainable. She is responsible for ensuring continued consistency and accurate record keeping. She will evaluate the program to identify additional cost savings to keep the</td>
<td>Mrs. Bellamy has been a treasurer for over 30 years. She has received the Auditor of the State Award for timely financial reports and receiving a &quot;clean&quot; auditor report for 3 years in a row.</td>
<td>Mrs. Bellamy has served on many committees that have written grants and then followed Federal and State guidelines for implementation.</td>
<td>Master of B.A. - Wright State U.; Bachelor of Science in Business - Wright State U.; Associate of Applied Business - Miami U. of Ohio</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Accomplishments</td>
<td>Education</td>
<td>Age</td>
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<td>Michael Sander</td>
<td>Superintendent</td>
<td>Executive oversight, board/community relations, Communicate vision across stakeholder groups.</td>
<td>Dr. Sander has been responsible for the upgrade in infrastructure in multiple districts in the state of Ohio. He has served as a member of district-wide technology committees.</td>
<td>Ed.D - University of Kentucky</td>
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