### Granville Exempted Village (045393) - Licking County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (3)

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

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**Adjusted Allocation**: 0.00  
**Remaining**: -550,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Take Action: The Integration of Technology, Project-Based Learning, and Global Studies.

2. **Project Summary:** Please limit your responses to no more than three sentences.
   Granville will transform K-12 learning experiences through global PBL training/tech scale up so all youth graduate College/Career Ready.

   *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.*

<table>
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<th>Grant Year</th>
<th>Pre-K Special Education</th>
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<td>Year 6</td>
<td>216 206 206 187</td>
<td>206 209 186 187</td>
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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.

By nature of the work, all students in GEVSD will be served each year. We additionally partner with Columbus Council on World Affairs’ (CCWA) Global Scholars Network, and our students in that high school program interact with students from many Central Ohio districts, including Columbus North High School and Westerville City Schools. The experiences they share in their Global Scholars Project will be shared at various points throughout their high school careers. PBL in our schools could cause those experiences to be shared with other students.

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

| First and last name of contact for lead applicant | Jeff Brown |
| Organizational name of lead applicant            | Granville Exempted Village Schools |
| Address of lead applicant                        | 130 N. Granger St. Granville, OH 43023 |
| Phone Number of lead applicant                  | 740-587-8111 |
| Email Address of lead applicant                 | jrbrown@granvilleschools.org |

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

Granville Exempted Village Schools (GEVSD) is a rural district that has 2,500 students and 175 teachers that are on an instructional journey. Over the past year, a 70-member stakeholder committee researched over 100 instructional innovations to determine the priority for our school district for the next 3-5 years. The work resulted in the identification of Project-Based Learning (PBL) as the innovative practice that would have the greatest impact on our students. Just as American education is being redefined with higher expectations for students to achieve deeper learning through inquiry, critical thinking, collaborative problem solving, and content mastery, the time is now for the GEVSD student experience to incorporate this experiential learning. GEVSD have historically had students who perform at very high levels on state and national assessments. The quality of the education we provide will not be measured by test scores, but rather the ability of our graduates to make a positive and innovative impact locally and globally. Our aim is to strengthen and build the 21st century skills they need to be game-changers in a local and global sense after graduation and make perseverance, empathy, critical thinking, creativity, communication, teamwork, collaboration, and problem solving an integral part of the Granville way. Since we know that the teacher matters most in providing superior educational experiences for students, building high quality strategic teachers that represent both the art and the science of teaching is a critical aim of the project. The lack of technological access for students as a part of the daily learning experiences at the high school is a
9. Select which (up to four) 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.

Long Term Goal: All GEVS students will demonstrate the 21st century skills that are local and global problem-solvers as they learn to Take Action, creating local solutions to global issues. Outcomes 1. GEVS will implement a PBL approach in grades K-12 to improve student achievement, engagement, and classroom instruction as measured by modified CAYC survey and state and national exam results. 2. All students in grades 9-12 will integrate technology into core curriculum as measured by Schoology analytics. 3. The proposed innovation and how it relates to solving the problem or improving on the current state. 4. GEVS will have fiscal capacity to sustain Take Action locally without additional income.

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.

Assumption 1. PBL will increase achievement for high performing students. Research: Mioduser & Betzer (2007), experimental study to determine the effect of PBL on high achieving students academic performance. Students in experimental groups (girls especially) showed more academic growth in academic content knowledge than traditional classrooms. Students also showed improved attitudes toward technology. Assumption 2. PBL & tech integration will increase student achievement. Research: HS Survey of Student Engagement (Yazzie-Mintz, 2010) reported 49% HS students were bored in at least one class every day; 17% were bored in every class, every day. Students top responses for engaging instruction: Discussion and debate (61%); Group projects (60%); Projects and lessons involving technology (55%); Student presentations (46%). Lowther, Ross, and Morrison (2003) indicated positive impacts of a one-to-one program on student writing scores as well as problem solving. Assumption 3. Embedded teacher PD is essential to effectively implement new instructional practices. Research: Timperley et al (2007) found 7 themes about what works best in PD: 1. Learning opportunities for teachers occurred over an extended period of time 2. Involvement of external experts was more related to success than within schools initiatives 3. It was important to engage teachers sufficient to deepen knowledge/ extend skills in ways that improved student outcomes 4. Critically, PD needed to challenge teachers' prevailing discourse/conceptions about learning. 5. Teachers involvement in professional community of practice was necessary, but not sufficient in itself. 6. PD was more effective when school leadership supported opportunities to learn, where there was access to relevant expertise, and where opportunities were provided to process new information. 7. Funding, release time, and whether involvement was voluntary or compulsory were unrelated to influences on student outcomes.

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

According to Dr. Susan Tave Zelman in her 2005 introduction message within the Ohio Standards for Education document "Excellence can be achieved when we have high expectations for ourselves and our students. ... The research is clear: what matters most is the quality of
the teacher we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. * GEVSD is systematically designing learning experiences for students with a Piagetian approach, emphasizing challenges that cause learners to apply higher-order thinking and learn collaboratively. Using Visible Learning (Hattie, 2009) PBL classrooms and Hattie model "Visible teaching and learning occurs when there is a deliberate practice aimed at attaining mastery of the goal, when there is feedback, given & sought, & when there are active, passionate, and engaging people (teacher, students, peers, audience) participating in the act of learning." To that end, empowering teachers with the tools to produce high levels of learning are underway. Technology carts are dedicated to classrooms in several buildings. These laptops stay in the classroom and are part of the learning experience at school. Research for the initial deployment and the expansion of our initiative including visits to several school districts that were currently implementing an idea, discussions with various vendors (Apple, HP, Samsung) and online research. In the past, GEVSD participated in PBL Summer Academy at ESCCO. PBL Professional Learning Community this year. To date, GEVSD has made investments in technology and updating infrastructure throughout the district. In a recent November 19, 2015 Columbus Dispatch article, a high school senior was featured in a story about a composting system developed by the student, which was directly related to a PBL science project. This project is an example of GEVSD's focus on local and global environments. The GIS Land Lab is another example of a PBL project that already exists for Environmental Science and Ecology students and available for all students at the high school.

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).

Long Term Goal: All GEVSD students will demonstrate the 21st century skills to be local and global game-changers as they learn to Take Action, creating local solutions to global issues. Formative Indicators -GEVSD analyzes pre and post-survey results to determine the level of increase in both technology integration, student engagement, and student ownership. - Student engagement based on modified CAYCI survey results -Quarterly Schoology analytic reports identifying student/staff technology integration grades 9-12. - Parent perception of student preparedness based on modified CAYCI annual survey. - Progress monitoring of student Take Action research projects -number of staff PBL 101 trained -cost savings & reallocations in annual budget Summative Indicators -Percentage of students rated at or above standard of PBL measured by Buck Institute for Education Rubrics for Collaboration, Creativity & Innovation, Presentation, and Critical Thinking. - Percentage of parents rating student preparedness at or above standard for college & career readiness as measured by modified CAYCI survey. - Percentage of student academic motivation rated by teachers as measured by modified CAYCI survey. - Percentage of teachers rating student social skills at or above standard as measured by modified CAYCI survey. - Percentage of staff/students integrating technology in core classrooms based on Schoology analytics. - Percentage of seniors completing a Take Action research project. - Percentage of staff completing PBL 101 training - Percentage of staff implementing at least one PBL unit per year - cost savings & reallocations as described in FIT Budget reasonable based on student impact, outcomes and lasting value Take Action requests $550,000 and will serve 2,433 students at K12 through teacher PD and increased tech access for all students. Avg cost per student is $226 which provides significant lasting value.

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

Short Term 6/17 PBL training-25% staff implement with fidelity 1-1 tech implementation measured by Schoology analytics PBL implementation measured by BIE Rubric, 70% students self-rate at/above standard - Collaboration, Creativity/Innovation, Communication, Critical Thinking (21st Century Skills) modified CAYCI survey -70% parents rate schools at/above standard for college/career readiness (CCR) modified CAYCI Survey shows 70% teachers rate students at/above for academic motivation Student social skills measured by modified CAYCI, 70% teachers rate students at/above standard 80% staff & students in grades 9-12 integrating technology in core classes measured by Schoology analytics Medium Term 6/19 PBL training-50% staff implement with fidelity 1-1 technology implementation (Schoology analytics) PBL implementation measured by BIE Rubric, 80% students self-rate at/above standard for 21st Century 80% parents rate schools at/above standard for CCR(modified CAYCI survey) 80% teachers rate students at/above for student motivation (modified CAYCI survey) Student social skills 80% teachers rate students at/above standard (modified CAYCI survey) 90% of staff/students in gr 9-12 integrating technology in core classes (Schoology) Long Term 6/22 PBL training-100% implement with fidelity 1-1 technology implementation (Schoology analytics) PBL implementation measured by BIE Rubric,90% students self-rate at/above standard for 21st Century Skills 90% parents rate schools at/above standard for CCR(modified CAYCI survey) 90% teachers rate students at/above for academic motivation (modified CAYCI survey) PBL implementation measured by BIE Rubric, 90% teachers rate students at/above standard for 21st Century Skills Student social skills 90% teachers rate students at/above standard (modified CAYCI survey) 100% staff & students gr 9-12 integrating technology in core classes (Schoology analytics) Fiscal sustainability annually GEVSD will meet or exceed savings as demonstrated on FIT

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

Describe plan to alter course if assumptions prove false or outcome are not realized. The Project team will review relevant data bi-monthly as available. Annual staff PD surveys will include questions that can help identify where recalibration or options may need to be expanded. Target percentages were calculated for each year of the grant period, adjustments to training and support will be determined annually if targets are missed. Tiered support will be offered to students who are not on-track to complete their Take Action research project each semester. Schoology Analytics will allow Project Team to adjust support for staff or students who show low levels of technology integration in core classes. budget(reasonable based on the student impact, outcomes and lasting value and any cost saving is credible. GEVSD is contracting with an external evaluator at $40,000 which is 7% of project budget. This amount is a great value and below industry standard (10%). GEVSD believes external evaluation is essential to ensure GEVSD monitors and reports on fidelity of implementation, student achievement outcomes and cost savings. This outside support will also provide additional value because the evaluator will be able to recommend mid-course adjustments to improve results if needed.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: 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...
the total projected expenses in the budget narrative exceed the total project costs in the budget grid. 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

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 projected expenses in the budget narrative exceed the total project costs in the budget grid.

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._

550,000.00 12. What is the amount of this grant request?

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

Granville Exempted Village School District (GEVSD) is partnering with the Education Service Center of Central Ohio (ESCCO) through a purchased service multi-year contract (through 6/30/22) for $50,000 to provide professional development for Granville teachers related to PBL and 1-1 technology integration, which will include PD during the implementation year and new skills PD and new teacher trainings to ensure lasting impact and value of the project during the sustainability years. Per guidance, this multi-year contract is allowable because it provides initial training to existing teachers and new training to new teachers in the subsequent project years, which provides substantial impact and lasting value to the project. To enable the classroom teachers to implement their training and professional development in the classrooms, the district is requesting $400,000 in capital outlay funds to purchase 1000 devices ($400/device) to be deployed during the implementation year. In order to empower the teachers and students to fully implement blended learning strategies and use real-time analytics, the district has budgeted $60,000 under supplies and materials to extend the existing learning management system (LMS) platform, Schoology, starting during the sustainability year 2 and through life of the project. This will provide continuity in data gathering and integration of PBL concepts and 1-1 technology implementation. Finally, the district has budgeted $40,000 as a purchase service multi-year contract with Dynamix, a project partner, to provide project evaluation/outcomes reporting services throughout the project (through 6/30/22), implementation year through the five (5) sustainability years. Per guidance, multi-year contracts for evaluation are allowable as an implementation cost. PR14/SR4. Briefly describe Alignment of Reasonable Budget with student impact, outcomes and lasting value. These front-loaded purchases enable the Granville Exempted Village School District to build and maintain capacity, by providing classroom educators with the professional development and the students with the tools to successfully implement innovative strategies within their respective classrooms and beyond. The purchase of external professional development during the implementation year will empower the Granville teachers with the knowledge and skills to fully deploy innovative and effective strategies as well as reduce the district’s need for ongoing professional development by using a train-the-trainer model of sustaining institutional innovation. The 1-1 technology purchases align with providing lasting value and student impact by equipping the students with the tools to foster greater collaboration and opportunities to learn hands-on through PBL strategies anytime and anywhere, without being limited by the four walls of the traditional classroom.

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.

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<th>Cost</th>
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<td>Sustainability Year 2</td>
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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.

There are no sustainability costs associated with teacher professional development during the sustainability years, due to the district’s emphasis on train-the-trainer model implementation using existing PD days and collaboration time within the district calendar and daily schedule, which also reduces the need for sub costs to participate in PD. The district has 6 days of district-wide PD built into the year-long calendar at regular intervals. GHS has 90 minutes of collaboration every Wednesday morning with a late arrival for students. The other three buildings have common collaboration and planning time weekly that provides at least 2 hours of time. The contract also allows two hours per month for staff meeting and PD time outside of the school day. In addition, as a result of the project, the district will not need to sustain the cost of implementing the district’s LMS. However, during the sustainability year one (1) only, the district anticipates the need to reallocate $38,156 to purchase 61 access points ($625.50/access point) in the high school to enhance the school and the district’s wireless capacity to handle the increased bandwidth demand through the introduction of additional devices. The district expects this to be a one-time sustainability costs and will not need refreshed within the project period. Starting during the sustainability year 3, the district is projecting that as Granville students enter the 9th grade or freshman year of high school, there will be a greater need to refresh and/or purchase additional devices. This results in a projected sustainability cost of $90,000 ($400 x 225 devices) or 25 percent of the devices in the high school starting in sustainability year three (3) and continuing through the remaining years of the project. The total costs to sustain the project over the five-year period will be $308,156.

90.0 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

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.**

Verifiable, permanent and credible spending reductions- robust, credible and permanent. Granville will realize a total of $569,000 from the following direct cost-savings measures as a direct result of the project outcomes and activities: Title II cost-savings $10,000 per year or $50,000 to the purchased services line throughout the project, as a result of the reduction in the need for using external providers for teacher professional development; As a result of the project and the additional 1-1 technology devices being implemented in the high school, existing laptop carts will be repurposed for use within the district's intermediate school. Through the repurposing of two (2) carts during sustainability year one (2017-2018) and another two (2) carts during sustainability year two (2018-2019), the district will realize approximately $21,000/cart in cost-savings or $42,000 per year for a total $84,000 in cost-savings in expenditures that the district would have spent from within the forecasted budget but will not need to as a result of the project. Starting during the sustainability year 2, the district will realize an annual cost-savings to the supplies and materials in the amount of $15,000 per year or $60,000 due to the pre-paid and negotiated multi-year contract extension for the district's existing LMS contract. $75,000 per year is projected to be saved in form of reductions to textbook purchases as a capital outlay through the implementation of the PBL professional development and integration of digital learning devices district-wide, yielding $375,000 in cost-savings during the project period. The district realizes that the total project cost-savings exceeds the sustainability costs, which would satisfy the spending reductions goal. However, because the district is providing a realistic budget and cost-savings projection, it was decided to also leverage reallocation costs opportunities in addition to cost-savings to ensure the project's successful implementation and account for unknown variables during the sustainability years.

10.0 18. What percentage of sustainability costs will be met through reallocation of cost 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.**

To ensure successful implementation of the project and available resources are reallocated to sustain the project outcomes and activities beyond the implementation and the identified cost-savings projections, the district will realize a total of $225,000 during the project period through the following reallocation opportunities: Using previous forecast trends and based upon the October 2015 forecast, Granville projects to have a least one (1) classroom teacher retire per year during the sustainability years. This project retirement will yield an average of $35,000 per year in savings due to the difference in the retiring teacher salary/benefits costs and the average new-hire teacher salary/benefits. Total of $175,000 in reallocation costs opportunities during the five-year sustainability period. The district has historically spent approximately $80,000 per year on copier costs and related paper consumption, which has averaged 600,000/month in paper consumption. As a result of district- implemented copier/printer efficiency software in 2015-2016 school year, the district projects a savings of at least $10,000 per year due to the reduction in paper consumption, which will yield a total reallocation opportunity of $50,000 over the life of the project. As mentioned within the cost-savings response, Granville has approached and developed the project budget, sustainability costs, and projected cost-savings realistically. Granville realizes that the projected cost-savings as a result of the project exceeds the budgeted sustainability costs. However, the district has decided to leverage cost reallocation opportunities to ensure the project's success and to account for unknown variables that might increase sustainability costs and/or reduce cost-savings projections throughout the project.
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 Range: 3/1/2016 End Date 7/31/2016
   b. Scope of activities - include all specific completion benchmarks.

   Upon award: media notification; board approvals/contracts signed; planning team designated; finalize evaluation plan; weekly project meetings with key staff and partners during planning period to ensure all processes are in place for implementation; By 6/1/2016: Technology plan complete; professional development plans for PBL complete; new PD design begins and continues thru project: draft project communication plans; finalize timeline/scope of work; refine purchase plans; By 7/31/2016 finalize technical assistance schedules; communicate planning & implementation schedule; finalize evaluation processes and progress monitoring database. submit final evaluation plan to ODE Benchmarks to demonstrate success (LINK to Question 9 ‘data points’) 1. engaging community partners, 2. leveraging the use of technology integration and PBL in the culmination of the Take Action research project for 9-12 students connecting with the CCWA network on global issues, 3. sharing project-based and learning practices to improve student outcomes through the PBL-Ohio network, 4. helping to build community-wide support for student engagement, academic motivation, social skills, and 21st Century learning with the Take Action project. Plan for ongoing communication between project leaders/ project implementers & stakeholder engagement. Assistant Supt will be project director and manage all project planning. GEVSD will continue union outreach to ensure staff buy-in; media releases, Board reports and announcements will keep public informed.

22. Implementation (grant funded start-up activities)
   a. Date Range: 8/1/2016 6/30/2022
   b. Scope of activities - include all specific completion benchmarks.

   By 9/1/2016 PD: PBL 101 (first two days) with all staff presented by ESCCO using Buck Institute trainers Activities: Book study on PBL (Setting the Standard for Project Based Learning) completed by District Leadership Team Communication with CCWA to plan collaboration for 2016-2017 Technology ordered in-place for start of school year Project Leadership Team quarterly planning to adjust based on evaluation By 12/31/2016 PD: Two additional days of PBL 101 by ESCCO Coordinate global leadership activities Project Leadership Team quarterly planning to adjust based on evaluation By 3/31/2017 PD: PBL 101 by ESCCO completed by all staff K-12 (final day in January) Coordinate Global Scholar Seminar Project Leadership Team quarterly planning to adjust based on evaluation By 6/30/2017 PD: PBL 201 Activities: Book study on PBL (Setting the Standard for Project Based Learning) completed by all staff Review technology use in preparation for 2017-2018 Project Leadership Team quarterly planning to adjust based on evaluation Annual project evaluation in progress By 9/30/2017 & annually All staff ready to implement at least one PBL unit for the year Annual project evaluation and fiscal reporting complete Refine program plans based on evaluations Quarterly thru 6/30/2022 Project Leadership Team meetings, evaluation, recognition By 6/30/2018 PD: PBL 301 All staff ready to reflect/revise PBL units Review technology use for 2019-2019 By 6/30/2020 Implement PBL units with fidelity Benchmarks to demonstrate success Train-the-trainer model implemented increased student engagement communication between project leaders/ project implementers, stakeholders / board. Asst. Supt will coordinate Quarterly Project Leadership Team meetings with partners to monitor implementation fidelity and adjust project as needed Teacher leaders involved in decision making; annual surveys to determine teacher needs; Board approves contracts and will receive quarterly reports from evaluator.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range: 3/1/2016 end 6/30/2022
   b. Scope of activities - include all specific completion benchmarks

   By 9/1/2016 and annually through project Annual modified CAYCI surveys Annual project evaluation and fiscal reports Quarterly through Project end 6/30/2022 Quarterly project evaluation to assess PBL system changes and impact Project Leadership Team quarterly planning to adjust based on evaluation & plan for sustainability By 6/30/2019 through Project end 6/30/22 New staff induction / materials through schoolology - PBL schoolology - blended learning PBL critical friend network - critical review - teachers and admin PBL training Benchmarks to demonstrate success meet fiscal re-allocation and cost savings as described PBL soft skills on modified CAYCI system changes staff induction process communication between project leaders and project implementers, stakeholders and board. Asst.
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:

Instructional changes: GEVSD's Take Action project will engage all educators. First, as teachers and administrators participate in PBL professional development they will master skills that allow them to analyze individual/group student development so they can connect their instruction to student needs, interests and prior knowledge. As they practice such skills GEVSD schools will create instructional environments that engage learners in inquiry, promote deeper thinking for all students within safe, civil and collaborative classroom/school communities. Project-based learning transforms the roles of students and teachers in ways that benefit all. This de-centering of the classroom and of knowledge helps students develop a sense of agency as learners and as people. PBL highlights the importance of framing the learning through design of strong driving/essential questions order to increase participation and promote deeper inquiry. Shift from feedback given after a project is completed to conferences and consultations that take place during the project's stages of creation. Increase in students self-evaluate their work and get feedback from peers. Student work is transformed when it's created for a larger audience and helps them understand that their work has broader application and meaning. It also motivates them to be thorough and polished in their presentations. Allows for inquiry, creativity, and choice allows educators to leave the front of the room and be side by side with students as they transform themselves through their work. With instantaneous access to information, students no longer need teachers to be information repositories. Instead teachers will push advanced thinking skills, communication skills, collaboration skills, problem-solving and critical thinking skills. Organizational Changes/interdependence with partners: Organizationaly, GEVSD will build a culture of focused collaboration and continued professional growth that includes staff, students, stakeholders and partners. As students increase use of PBL to solve problems occurring in the community and around the world the community will further embrace the power of youth. Decreased reliance on textbooks/workbooks and increased use of web based materials/digital content (with an emphasis on high quality open source content) will not only increase engagement, but will also reduce costs that are sustainable over time. As learning is more personalized, teachers more clearly understand student needs and have higher expectations of student capacity to innovate. As a result engage students and community more deeply in ways that have strong impact on learning ecosystem. District will further engage with business and community partners to solve real world problems. Granville staff and community will be viewed as education and community innovators.

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:

Dr. Tom Fry Dynamix LLC, 6617 Dublin Rd., Delaware, OH 43015

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.

process of implementation AND measure trends. Underlying research rationale/ quantitative evaluation approach The project team is committed to an in-depth program of research and evaluation in order to produce key information about the effectiveness of the integration of technology with PBL and Global Studies and how it relates to the student outcomes listed. A systematic research process will be employed with both an internal project team and external evaluator to work on the program evaluation. The evaluation will use both qualitative and quantitative data collection and analysis. The formative and summative evaluations will focus on the impact of technology integration, PBL, and Global studies on student engagement, academic motivation, social skills, and 21st Century Skills (Creativity, Collaboration, Communication, and Critical Thinking) as measured by parent, teacher, and students and cost reductions. The project will review the following: 1. How technology integration and PBL affect a) student academic motivation, b) engagement, c) social skills, and e) 21 Century Skills (Creativity, Collaboration, Communication, and Critical Thinking). 2. How 9-12 students are able to put their learning into action through the Take Action research project creating a local solution to a global issue. 3. Extent to which district meets or exceeds fiscal sustainability predictions as identified in FIT Methods/process for data collection/review. The evaluation will use both a qualitative and quantitative methods and data. Qualitative analysis will include student surveys, PBL rubrics parent surveys, two parent engagement events, and staff surveys. Quantitative analysis will include student and staff surveys, data analysis of Schoology analytics, data analysis of seniors participating in Take Action research projects, data analysis of community partnerships, data analysis of teacher professional development outcomes, and data analysis of project efficiencies and productivities. PR9: Completeness of timeline, including scope of activities and clear benchmarks for evaluation By 9/1/2016 and annually through project Annual parent, student and staff surveys Annual review of fiscal reports Annual review of action research projects and student achievement Quarterly through Project end 6/30/2022 Quarterly project evaluation to assess PBL system changes and impact Quarterly review of Schoology analytics Project Leadership Team quarterly planning to adjust based on
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.

Extent to which innovation result in likely application beyond project. Describe likelihood for scale up, expansion or replication (time and effort it would take to implement this project in another) GEVSD’s Take Action innovations were designed specifically to scale, expand, and replicate across Ohio and beyond. While costs will apply for districts beyond GEVSD for PBL professional development and technology, both were created to be cost effective. GEVSD use of train/trainer model makes it locally scalable within the district and will be greatly beneficial to other organizations that wish to replicate the work. GEVSD commits to becoming an active partner in PBL Ohio through the ESC. This would include, but not limited to, hosting regional and local PBL forums and working with local districts and colleges in their implementation of PBL best practices. In a comparable size school district, full replication of these innovations could take place over 2-3 years. District and building leaders must fully commit to re-thinking instructional, support, human resource, and financial systems to ensure long term sustainability. The Dynamix evaluation process will provide critical information to GEVSD regarding process and implementation strengths/challenges so the work can be refined and scaled quickly. Educational entities must be willing to commit to changes in instructional practice to meet the needs of a 21st century learner. This includes a willingness to fully engage with community partners that will offer youth authentic experiences to solve problems in their community that have local and global impact. Potential replications within district/collaborative group and estimation of probability of replication elsewhere. (How can project become part of a state level model. If plan to scale within district/consortia include here.) Once teachers are comfortable with the changed pedagogy, they will be able to those strategies in a blended learning approach and follow a train-the-trainer model. ESCCO and CCWA are outstanding partners who have the ability to translate theory into practice supporting teacher development. Denison University’s support in the area of Global and International Studies as well as being a partner in their own PBL initiative will provide local support from higher ed. These partners can also help districts replicate Granville’s model in their local community. PBL, tech integration and global education are all strong and replicable practices that can become part of a state model. GEVSD unique project links all three together through sound instructional design which will be of particular interest to high performing districts that need to be able to demonstrate deeper growth in 21st century skills. Possibility of publications AND Plans to share lessons learned GEVSD plans to submit proposals for statewide conference presentations such as Ohio Innovative Learning Environments, Ohio Capital Conference. Partners are also considering blogs, white papers and other online publications to share lessons learned.
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<th>Consortium Contacts</th>
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No consortium contacts added yet. Please add a new consortium contact using the form below.
## Partnerships

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<tbody>
<tr>
<td>Tom</td>
<td>Reed</td>
<td>614.445.3750</td>
<td><a href="mailto:tom.reed@escco.org">tom.reed@escco.org</a></td>
<td>Education Service Center of Central Ohio</td>
<td></td>
<td>2080 CityGate Drive, Columbus, OH, 43219</td>
<td></td>
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<tr>
<td>Kevin</td>
<td>Draper</td>
<td>614-229-4599</td>
<td><a href="mailto:kdraper@columbusworldaffairs.org">kdraper@columbusworldaffairs.org</a></td>
<td>Columbus Council on World Affairs</td>
<td></td>
<td>51 Jefferson Ave, Columbus, OH, 43215</td>
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<tr>
<td>Veerendra</td>
<td>Lele</td>
<td>740-587-5765</td>
<td><a href="mailto:lelev@dension.edu">lelev@dension.edu</a></td>
<td>Denison University</td>
<td></td>
<td>100 West College St., Granville, OH, 43023</td>
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<tr>
<td>Tom</td>
<td>Fry</td>
<td>614.218.1569</td>
<td><a href="mailto:tom@dynamixllc.org">tom@dynamixllc.org</a></td>
<td>Dynamix LLC</td>
<td></td>
<td>6617 Dublin Rd., Delaware, OH, 43015</td>
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<tr>
<td>Tom</td>
<td>Reed</td>
<td>Educational Service Center of Central Ohio</td>
<td>Provide PBL professional development for teachers and administration.</td>
<td>Buck Institute certified training</td>
<td>Has led PBL 101 trainings for other districts and in the summer for individual teachers and small groups through the ESCCO.</td>
<td>ESCCO staff are Buck Institute certified trainers</td>
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<tr>
<td>Kevin</td>
<td>Draper</td>
<td>Director of Global Education</td>
<td>Columbus Council of World Affairs</td>
<td>Director of Global Education, Program Administrator: Center for Curriculum and Assessment, (ODE), Educator with Kent City Schools</td>
<td>Mr. Draper leads CCWA’s K-12 education programs, partnering with business and government leaders to support the development of global competence in students through CCWA curriculum and e-Learning. He is responsible for the Council's education programming; develops online and blended learning opportunities; leads K-12 social media and marketing strategies; fosters community partnerships; develops, organizes and tracks program deliverables; and manages work with the GlobalEd Network and Global Scholars Diploma.</td>
<td>(BA) Early Childhood Education and Teaching - John Carroll University, (MA) Educational Leadership and Policy - The Ohio State University</td>
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<tr>
<td>Veerendra</td>
<td>Lele</td>
<td>Associate Professor Sociology and Anthropology</td>
<td>Denison International Studies students will be GHS liaisons, coordinate global leadership activities, &amp; host Global Scholar Seminars</td>
<td>I am a broadly-trained cultural anthropologist with primary research interests in semiotic anthropology, material culture and archeology, racial, ethnic, and linguistic identity. I have secondary interests in kinship, demography, anthropology and philosophy, and the history of anthropology. Most of my fieldwork has been conducted in Ireland, in Gaeltacht (Irish-speaking) communities.</td>
<td>My recently completed projects include an analysis and critique of the logic of racial profiling, using C.S. Peirce's arguments about the various forms of logical inference including retrodiction/abduction, and his theories about iconicity. My current research can be described broadly as the semiotics of material culture and of cultural identities. I am engaged in an ongoing project investigating the phenomenological, temporal, and semiotic manifestations of material objects from the past in the present, focusing specifically on archaeological artifacts. Related to this I have been consulting on a project on the semiotic aspects of 'vintage fashion'.</td>
<td>Ph.D, Anthropology, Columbia U.; M.A. Liberal Studies, Georgetown U; M.A., Anthropology, U of Michigan; B.A., American Studies, Cornell U</td>
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<tr>
<td>Tom</td>
<td>Fry</td>
<td>External Evaluator</td>
<td>coordinate and manage all external evaluation</td>
<td>Effectiveness Coach Dynamix LLC; Assistant Superintendent</td>
<td>Tom Fry is affectionately known throughout professional communities as “the data guy”. Dealing with people’s behaviors</td>
<td>Otterbein U: BS Biological Sciences/Secondary Ed; Ashland</td>
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<tr>
<td>Ryan Bernath</td>
<td>Assistant Superintendent</td>
<td>Mr. Ryan Bernath will handle project oversight and partnership development. As the school's assistant superintendent, Ryan will ensure project aligns with school/district's overall mission and improvement plans. He will manage project budget, conduct walk-throughs, and observations to continually provide formative and summative feedback for staff regarding implementation of PBL training and the train-the-trainer model. He will ensure all project outcomes are completed on time and within budget. Ryan will facilitate school/district's Project Leadership Team which includes himself and other teacher.</td>
<td>Experience developing district-wide PD as Asst. Supt and building-level PD as HS principal in the areas of instructional practices over the past 5 years. 16 years in the district provides an intimate level of familiarity with engaging staff and community in new initiatives.</td>
<td>10 years as a district administrator, including 6 as a building principal (GHS) and the past 2 as Asst. Superintendent.</td>
<td>BS-Ed University of Dayton; MST in Science Ed Wright State University; Principal License-Muskingum University. Supt license in progress.</td>
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leaders. These meetings will focus on monitoring progress and reporting outcomes. Ryan will continue to reach out to new partners in Ohio and globally to provide new opportunities and experiences for collaboration for district partners and students.