

Budget

Granville Exempted Village (045393) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (60)

U.S.A.S. Fund #: 466

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	60,000.00	0.00	400,000.00	0.00	460,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	40,000.00	0.00	0.00	0.00	40,000.00
Prof Development		0.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		0.00	0.00	150,000.00	0.00	400,000.00	0.00	550,000.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-550,000.00

Application

Granville Exempted Village (045393) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (60)

**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: Using Technology to Enhance Project-Based Learning and Global Studies in the Classroom

2. Project Tweet: Please limit your responses to 140 characters.

Granville will transform K-12 learning experiences through global PBL & tech implementation so all students graduate College/Career Ready.

*This is an ultra-concise introduction to the project.*

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.*

Grant Year				
0 Pre-K Special Education	147 K	165 1	169 2	158 3
164 4	189 5	192 6	194 7	223 8
203 9	223 10	206 11	200 12	

Year 1				
0 Pre-K Special Education	135 K	174 1	176 2	178 3
166 4	170 5	197 6	196 7	197 8
227 9	204 10	216 11	208 12	

Year 2				
0 Pre-K Special Education	160 K	160 1	186 2	185 3
187 4	172 5	178 6	201 7	199 8
200 9	228 10	198 11	218 12	

Year 3				
0 Pre-K Special Education	140 K	188 1	171 2	196 3
194 4	193 5	180 6	181 7	204 8
202 9	201 10	221 11	200 12	

Year 4				
0 Pre-K Special Education	150 K	166 1	200 2	180 3
206 4	200 5	201 6	183 7	184 8
207 9	203 10	195 11	223 12	

Year 5				
0 Pre-K Special Education	150 K	176 1	178 2	189 3
216 4	206 5	209 6	186 7	187 8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

All students in GEVSD will be served each year via PBL PD for all staff and global studies integration. 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. In addition, post-secondary students at Denison University who are named Global Scholars liaisons will be impacted in their work with students at all levels, and the many student teachers and observers from The Ohio State University, Ashland University, Denison University and Mt. Vernon Nazarene University will benefit from training in an innovative school system.

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 Ex. Village Schools

Address of lead applicant  
130 N. Granger St.

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

GEVSD have historically had students who perform at very high levels on state and national assessments. The quality of the education we provide will be measured by the ability of our graduates to make a positive, innovative impact locally and globally. Our aim is to 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, collaboration, and problem solving an integral part of the Granville way. Since we know that the teacher matters most in providing superior educational experiences, building 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 2nd aim of the innovation, & the piece that brings the research & access needed for PBL & globally-minded student "take action" projects.

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

In 2014, GEVSD held a year long community engagement process (70 students, staff, stakeholders) identifying Project Based Learning (PBL) & technology integration as primary innovations for the next 3-5 years. The Board formally adopted this vision & is committed to align resources to support it. Association & entire staff are supportive. This year over 20 staff are volunteering to develop PBL PD. Take Action initiative is the next step in this vision for learners. It is rooted in research, best practice & community needs. Take Action is borrowed from Columbus Council on World Affairs Global Scholars program competency strand that encourages teachers to learn a different way to guide students in their learning journey. GEVSD views technology as the intersection between PBL instructional design & global scholarship. It allows for sustained inquiry into content for student- designed, real-world learning experiences in a K-12 global PBL environment. These authentic experiences allow our students to investigate the world, recognize perspectives, communicate ideas, & Take Action. Lumina Foundation (2013) reported the need for innovation preparing students for college studies or employment in today's global economy has never been more urgent. Central Ohio employs over 55,000 workers in exporting & more than 500,000 Ohio jobs involve international trade. Soft skills are critically important to postsecondary/workforce success. 92% education leaders indicated their institutions were preparing students well for the workplace but 89% business leaders surveyed indicated graduates do not have skills/global competencies their workplaces need. With our partners, ESC of Central Ohio (ESCCO), Columbus Council on World Affairs (CCWA) & Denison University, GEVSD will introduce high leverage instructional tools to enhance curriculum so all students demonstrate mastery of 21st century skills essential for post-secondary success. Activities/Partnerships Take Action will: 1) Create unique 3 year Professional Development (PD) scale up combining PBL model with Global Scholars & strong technology integration. a) ESCCO provide PBL 101 training & follow up for all staff to begin PBL implementation. b) All staff will complete PBL book study. ESCCO's PBL 201 will build new PBL skills & prepare district to sustain training locally & use PBL blended learning to onboard new staff. 2) Redesign HS (9-12) student learning, preparing all students to complete an authentic Take Action research project creating local solution to global issue. CCWA will support Global Scholars program to expand PBL integration as students to investigate the world, recognize perspectives, & communicate ideas to solve problems. Denison International Studies students will coordinate global leadership activities & host Global Scholar Seminars to expand HS-college transitions. To sustain this depth of inquiry, HS students need 1-1 technology. Current HS technology will be shifted K-8 creating systemic capacity to implement Global PBL using technology as a problem solving tool. institutional/organizational change Take Action will lead to classroom instruction focused on deeper learning not material covered; more K-12 students demonstrating core college/career ready soft skills not easily measured by standard assessments, a culture of innovation/collaboration through PBL critical friend's network, & significant PBL experiences for all students. ongoing communication/sustainability GEVSD will continue its collaborative staff PD design process to ensure strong communications and build for sustainability. GEVSD requests \$550,000 & will have \$359,100 in sustainable costs combined over the last 4 years. GEVSD demonstrates \$906,000 savings by 2022 via direct savings from the operational fund/five-year forecast as well as reallocation due to textbooks and device-related savings. Take Action is a model of saving that is sustainable for the life of the grant and beyond.

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 process. - (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 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. Outcomes 1. GEVSD will implement a PBL approach in grades K-12 to improve student achievement and engagement as measured by modified CAYCI survey and state and national achievement tests 2. 100% of teachers and students in grades 9-12 will integrate technology into core curriculum as measured by Schoology analytics. 3. Redesign student learning in grades 9-12 preparing all students to be able to complete an authentic Take Action research project that creates a local solution to a global issue by the end of student's senior year.

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.*

1. PBL will increase achievement for high performing students. Research: Mioduser & Betzer (2007), study to determine the effect of PBL on high achieving students academic performance. Students in experimental groups showed more growth than traditional classrooms. Students showed improved attitudes toward technology. 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 1 class every day; 17% were bored in every class, every day. Students top responses for engaging instruction: Discussion & debate (61%); Group projects (60%); Projects & lessons involving technology (55%); Student presentations (46%). Lowther et al. (2003) indicated positive impacts of a one-to-one program on student writing scores & problem-solving. 3. Embedded teacher PD is essential to effectively implement new instructional practices. Research: Timperly et al (2007). 7 PD success factors.

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 student survey results -Quarterly Schoology analytic reports identifying student/staff technology integration grades 9-12 as measured by staff and student submissions, comments and files loaded. - 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 Summative Indicators -Percentage measures of the data listed above, Schoology analytic reports, & percentage of students completing a Take Action project.

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 6/2017\*See attached draft evaluation plan for more details PBL training- 25% staff implement with fidelity 1-1 tech implementation measured by increase in Schoology analytics of staff comments (baseline: 85/month) should increase by 15 comments per month, student comments (baseline: 300/month) should increase by 50/month; student submissions (baseline: 1000/month) should increase by 500/month; staff files uploaded (baseline: 600/month) by 200; & student files uploaded (baseline: 1000/month) by 300. 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) Schoology analytics student & staff logins through class page visits (baseline: staff 7.4 page visits/day; students 5.9 page visits/day) by 3/day for staff & by 4/day for students. Med/Long term in plan.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes 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. 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.*

Cost savings of grant funds replacing operational funds earmarked for 1 to 1 implementation in grades 9 - 12. Reallocating those cost savings to fund the replacement cycle of 1 to 1 laptops beginning in FY 19. Cost savings due to decreased textbook needs in grades 9 - 12 over the course of the grant. Cost savings due to decreased printing at the high school level.

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.*

Available digital resources are equivalent to or better than previously purchased textbooks. Computer device/laptop device costs stay relatively stagnant for the performance needed over the life of the grant.

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

Historically, computer device prices have dropped as we get more functionality in a device for a cheaper price. Digital textbooks have been piloted in a GHS mathematics class. The digital textbook was developed by the teacher using online resources. Some GHS staff members have researched free online textbook providers, such as those outsourced by Rice University and K-12 online.

482000 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

\*Spending reductions of \$50,000 per year on textbooks for high school grades 9 - 12 (including many 8th grade students as well).

\*Spending reduction of \$437,000 earmarked in the 5-year forecast for 1 to 1 laptops for high school students. \$352,000 of that is reallocated over the next five years to pay for the sustainability of the project in the form of laptop replacement program so there is not a huge cost again in 5 years. Another \$40,000 is reallocated to pay for external monitoring of the grant by Tom Fry. Still leaves a cost savings with those reallocations of almost \$45,000. \*Spending reduction of \$5,000 per year in printing costs at GHS. \*Spending reduction of LMS contract in years 2 - 5. \*Spending reduction of \$10,000 per year from general fund for professional development costs covered by the PBL 101 funding in the grant.

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

Funds from our Permanent Improvement Levy could be reallocated to pay for unexpected costs in the areas of computer replacement. Online textbook pilot, if successful at GHS, could be widened to other grades to significantly reduce a textbook budget that is between

\$125,000 and \$200,000 in any given year.

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?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

**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.

*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.*

Granville Exempted Village School District (GEVSD) is partnering with the ESCCO through a purchased service multi-year contract (through FY22) for \$50,000 to provide PD for teachers related to PBL & 1-1 technology integration, which will include PD during the implementation year & new skills PD/new teacher trainings to ensure lasting impact during the sustainability years (see attachment). Per guidance, this multi-year contract is allowable because it provides initial training to existing teachers & new training to new teachers in the subsequent project years. To enable teachers to implement their training & PD in the classroom, 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 & 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 from implementation year through the five (5) sustainability years. Per guidance, multi-year contracts for evaluation are allowable as an implementation cost. 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 1-1 technology purchases allow for the rich research needed in a global, PBL 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.

0.00 a. Sustainability Year 1

96,600.00 b. Sustainability Year 2

85,100.00 c. Sustainability Year 3

90,000.00 d. Sustainability Year 4

90,000.00 e. Sustainability Year 5

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. 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 approximately \$90,000 (\$400 x 225 devices) or 25 percent of the devices in the high school starting in sustainability year two (2) and continuing through the remaining years of the project. The total costs to sustain the project over that four-year period will be \$359,100. In addition, the \$40,000 for grant monitoring is also an ongoing cost. These costs combined are more than covered by the reallocation of over \$430,000 saved from the 5-year forecast's operational budget to implement 1 to 1 that would be available if the grant is awarded.

100 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.

Granville will realize a total of \$531,900 from the following direct cost-savings measures as a direct result of the project outcomes. 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 in year 1 for a total 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. \$50,000 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 \$200,000 in cost-savings during the project sustainability period.

0 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.

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 \$195,000 during the project period through the following reallocation opportunities: \*Using previous forecast trends and based upon the May 2016 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 \$5,000 per year due to the reduction in paper consumption, which will yield a total reallocation opportunity of \$20,000 over the life of 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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 8/1/2016 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 8/1/2016: 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 9/31/2016 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 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 in coordination with Technology Coordinator and Leadership Team of building principals. 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 and in-place for start of school year Project Leadership Team quarterly planning to adjust based on evaluation By 12/31/2016 PD: Two 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 completed by all staff K-12 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 through 6/30/2022 Project Leadership Team meetings, evaluation, recognition By 6/30/2018 PD: PBL 301 All staff ready to reflect and revise PBL units Review technology use for 2018-2019 By 6/30/2020 Implement PBL units with fidelity Benchmarks to demonstrate success -Train-the-trainer model implemented -increased student engagement Asst. Superintendent 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 on progress. Board approves contracts and receives reports.

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 schoology - PBL schoology - 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. Superintendent/evaluator will meet at bi-weekly during implementation year and at least quarterly during sustainability to monitor progress and report on outcomes; schoology will be used for communication with staff and students; Teacher leaders involved in boarding/training for sustainability; annual surveys to determine teacher needs; Board receive quarterly reports from evaluator on progress

**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:

GEVSD's Take Action project will engage all educators. First, as teachers & admins participate in PBL PD they will master skills that allow them to analyze 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 via laptops, 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. Organizationally, GEVSD will build a culture of focused collaboration and continued professional growth that includes stakeholders and partners. As students increase use of PBL to solve problems occurring global and locally.

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:

Name: Dr. Tom Fry Contact information: 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.*

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 a both 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. 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 evaluation final analysis of progress, success or shortfall Ongoing formative annual evaluation submitted to the Board of Education and the ODE will continue beyond the grant period and will conclude with a summative program evaluation at the end of the 5 years. All reports will adhere to national standards of confidentiality protecting any personal information. Project leaders will submit proposals to share progress at all state conferences and forums. Project team will communicate progress quarterly to Board of Education and community. Sharing lessons learned across Ohio Additionally, the evaluation will consider the impact of the Take Action project as it relates to the conditions for sustainability and expansion across the state, including 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.

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.

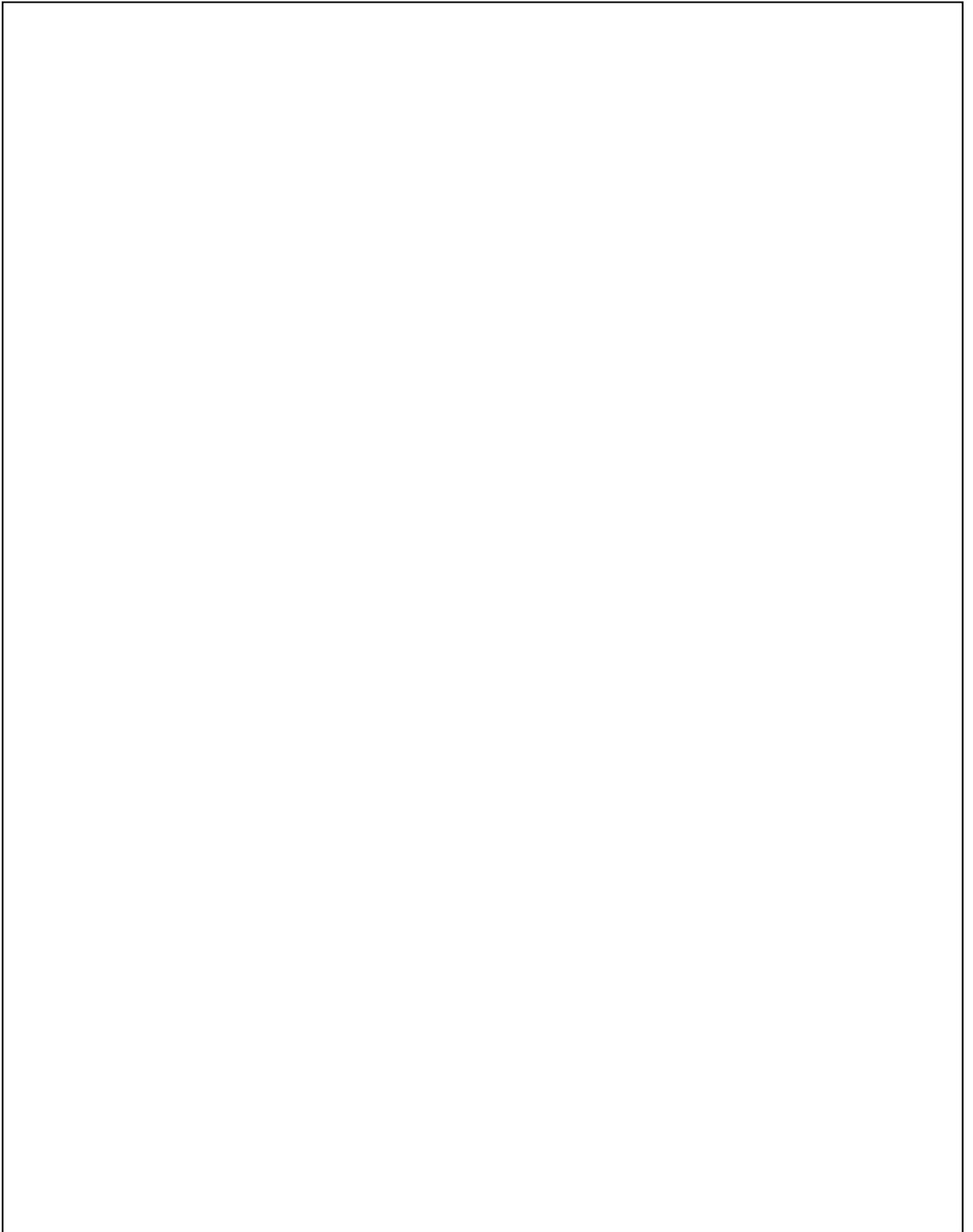
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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.*

GEVSD's Take Action innovations were designed specifically to scale, expand, & replicate across Ohio & 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 commit to re-thinking instructional, support, HR, and financial systems to ensure long term sustainability. The Dynamix evaluation process will provide critical information to GEVSD regarding process & implementation strengths/challenges so the work can be refined & 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 & global impact. 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. GEVSD plans to submit proposals for statewide conference presentations such as Ohio Innovative Learning Environments, etc.

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).

Jeff Brown Superintendent Granville Exempted Village Schools 11/24/2015



Consortium

Granville Exempted Village (045393) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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### Consortium Contacts

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

Partnerships

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Tom	Reed	614-445-3750	tom.reed@escoco.org	Educational Service Center of Central Ohio (ESCCO)		2080 CityGate Drive, , Columbus, Ohio, 43219	
Brad	Gosche	614-229-4599	bgosche@columbusworldaffairs.org	Columbus Council on World Affairs		51 Jefferson Ave, , Columbus, Ohio, 43215	
Veerendra	Lele	740-587-5765	lelev@denison.edu	Denison University		100 West College St, , Granville, Ohio, 43023	
Tom	Fry	614.218.1569	tom@dynamixllc.org	Dynamix LLC		6617 Dublin Rd, , Delaware, Ohio, 43015	

Implementation Team

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Ryan	Bernath	Assistant Superintendent of Granville Schools	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 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	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.	10 years as a district administrator, including 6 as a building principal (GHS) and the past 2 as Asst. Superintendent.	BS-Ed University of Dayton; MST in Science Ed Wright State University; Principal License-Muskingum University. Supt license in progress.	30	

			opportunities and experiences for collaboration for district partners and students.					
Glenn	Welker	Technology Coordinator	Glenn and his department will manage the 1 to 1 aspect of the grant, from purchase to use by students.	Worked in the Granville technology department for the past 5 years as a systems administrator and now coordinator. Worked in previous school districts in a similar capacity.	Systems administrator and coordinator position within the Granville technology department.	BA in Computer Art/Technology from BGSU	40	
Tom	Fry	External Evaluator	Coordinate and manage all external evaluation activities	Dr. Fry's dissertation utilized various regression models to explore the relationship between Teacher Value-Added data and Teacher screeners. Dr. Fry is affectionately known throughout professional communities as "the data guy". Dealing with people's behaviors and attitudes usually requires digging below the surface to understand the dynamics of the organization. Tom is able to look for clues that identify what is preventing change from happening, so they can determine the steps most likely to remove obstacles and	He has previous experience serving as an external evaluator for other grants including two other Straight A grants. Dr. Fry is familiar with creating evaluation plans for Straight A and working with the ODE's state evaluator consultants for reporting. He has presented nationally for ACT and other organizations on using data to drive instructional decisions. Grant evaluator for several education foundations. Over 20 years experience in K-12 education with extensive experience with grant writing and grant management as director of data, research and accountability in Olentangy Local Schools and Assistant Superintendent in Granville Exempted Village Schools.	Bachelor's: Otterbein College Major: Biological Sciences Minor: Secondary Education, Mathematics Master's: Ashland University Major: Curricu	4	

				bring about success. He is adept with both qualitative and quantitative analysis techniques.				
Brad	Gosche	Director of Global Education	Columbus Council of World Affairs	Director of Global Education	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.	BA	5	
Veerendra	Lele	Associate Professor Sociology and Anthropology	Denison International Studies students will be GHS liaisons, coordinate global leadership activities, & host Global Scholar Seminars	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.	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 retroduction/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'.	Ph.D, Anthropology, Columbia U.; M.A. Liberal Studies, Georgetown U; M.A., Anthropology, U of Michigan; B.A., American Studies, Cornell U	5	
Tom	Reed	Educational Service Center of Central Ohio	Provide PBL professional development for teachers and administration.	Buck Institute certified training	Has led PBL 101 trainings for other districts and in the summer for individual teachers and small groups through the ESCCO.	ESCCO staff are Buck Institute certified trainers	5	

