<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>18,000.00</td>
<td>2,965.00</td>
<td>412,500.00</td>
<td>0.00</td>
<td>16,205.00</td>
<td>0.00</td>
<td>0.00</td>
<td>449,670.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>190,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>190,000.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>78,477.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>78,477.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>18,000.00</td>
<td>2,965.00</td>
<td>680,977.00</td>
<td>0.00</td>
<td>16,205.00</td>
<td>0.00</td>
<td>0.00</td>
<td>718,147.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -718,147.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

### A) APPLICANT INFORMATION - General Information

1. **Project Title:**
   Advancing Educational Technology in Butler County Classrooms

2. **Executive summary:** Please limit your responses to no more than three sentences.
   Enhancing the curriculum options of local schools by building a county-wide Educational Technology Program promotes student engagement and retention which ultimately impacts academic achievement. Providing students access to cutting edge technology prepares them for tomorrow's jobs and highlights the potential for school districts to equip students with the necessary skills for success. Partnering with Miami University provides additional layers of professional development, evaluation, and research to develop best practice models and local expertise.

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

3. **Total Students Impacted:**
   192
   *This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

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

   - [ ] Pre-K Special Education
   - [ ] Kindergarten
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] 6
   - [ ] 7
   - [ ] 8
   - [ ] 9
   - [ ] 10
   - [ ] 11
   - [ ] 12

5. **Lead applicant primary contact:** - Provide the following information:
   
   - **First Name, last Name of contact for lead applicant**
     Sharon Custer
   
   - **Organizational name of lead applicant**
     Butler County Educational Service Center
   
   - **Address of lead applicant**
     400 N Erie Blvd, Hamilton OH 45011
   
   - **Phone Number of lead applicant**
     513-785-5177
   
   - **Email Address of lead applicant**
     custers@bcesc.org

6. **Are you submitting your application as a consortium?** - Select one checkbox below
   - [ ] Yes
   - [ ] No

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

   **Add Consortium Members**

7. **Are you partnering with anyone to plan, implement, or evaluate your project?** - Select one checkbox below
   - [ ] Yes
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

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

The current state or problem to be solved; and

Scarce resources, limited teacher knowledge, and technology inadequacies within the participating districts have prevented students from receiving the most current education options related to software development, game design, and technical skill development. This ultimately impacts students’ motivation to learn and influences retention rates as students pursue higher advanced coursework elsewhere. In addition, as “local,” smaller school districts, the participating entities often must contract with other providers and/or pay teachers for partially filled electives in order to meet the educational needs of all students.

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

As a collaborative applicant, each participating school district is invested in enhancing the educational technology resources available to both staff and students. This project will provide resources, trainings, support, and long-term evaluation to all parties. Each year, districts will incorporate at least two additional course offerings through Zulama’s Technology curriculum. These classes will be individualized to the districts needs based on the students, staff, and physical space available. In addition to the courses offered at each district, the Butler County ESC will host regional courses through its summer program and alternative school for any student/district looking to supplement their current coursework. The Butler County ESC will have certified Zulama Trainers on staff as of May 7, 2014 to ensure funds stay within the region. In addition to the trainers, ESC Technology Integration Specialists will also be available to the participating districts to ensure teachers have the necessary knowledge, skills, and support to fully implement the courses to the highest fidelity. As a local partner, Miami University is in the process of developing enhanced professional development support around game design and theory to develop local expertise in the lead teachers and Technology Integration Specialists as a method of sustainability. Miami will also provide an independent evaluation of the program both short term and longitudinally. Integrating courses designed and tested by Zulama gives students access to innovative courses that not only align with Common Core Standards but also promote skills needed for 21st career development. Zulama’s mission is to “create information systems and tools that inspire life-changing educational experiences for junior high and high school students and their mentors.”

The Zulama curriculum is customizable to meet the individual district’s needs, either as stand-alone courses or to be embedded into an existing course. Offering cross-discipline options to enhance all subject matters including social studies, math, science, and language arts as well as course specific options such as screenwriting and 3D modeling will appeal to all students regardless of their strengths or long term goals. Zulama has proven that their coursework inspires students to stay in school and helps them make a connection between what they do in school and opportunities in the workplace. Offerings that include blended learning, project based, computer laboratory options, traditional classroom and studio options enable districts to build upon their existing resources and customize programs in a cost-effective manner. Implementing the Zulama program addresses both the issues of increased student engagement and cost saving measures for streamlined elective offerings.

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

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

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

Through the purchase and integration of the Zulama curriculum, supported by the professional development services offered through Miami University and the BCESC, it is expected that 7-10 local teachers will become confident and proficient in the use of the curriculum. This will occur by creating a tiered approach in which those with the most training and expertise will support their peers and create a structure that will become self-sustaining after the grant period. The Zulama curriculum is based on game theory and design strategies and its early phases of implementation has demonstrated its effectiveness in promoting student engagement and motivation. Following a STEAM approach (Science, Technology, Engineering, Arts, and Math), Zulama offers an entertainment technology curriculum that can be embedded in all courses using a cross-discipline approach. For example, screenwriting could be used a supplemental tool in Language Arts, Social Studies classes could utilize Real World Projects, and Mobile Game Design could be embedded in mathematics courses. During year one, districts will be replacing keyboarding and electives with low enrollment with Zulama courses such as Game Making or Computer Programming. In subsequent years, each district will continue to add two more courses ensuring all students in grade 7-12 have access to the Zulama coursework regardless of their interests and strengths. Participating students will have improved attendance, less office referrals for behavioral concerns, will improve their technological skills, critical thinking abilities, and collaborative abilities.

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

As a collaborative application, each party will see varying reductions on their spending based on individualized implementation strategies. As this grant covers the full implementation costs for the designated grant period plus the five-year forecasts, there will be savings for two of the...
Implementing this project will allow Talawanda to save over $150,000 over the five year reporting period as this strategy will afford the district the opportunity to replace a keyboarding teacher and a Life Skills teacher with a less senior teachers saving over $30,000 per year. Madison plans to reduce their contracting costs for electives and is projected to save over $50,000 in the five year period. Participating districts reported areas of guaranteed cost savings, however there are unreported expected savings in addition to those outlined on the budget forms. Each district anticipates the implementation of this project to help retain students who traditionally would enroll at a local technical school or online program. Miami University will be assessing and monitoring the project to assess cost savings and retention rates. It is estimated that each district could save tens of thousands in this area as well as a result of this grant. The Butler County ESC will remain cost-neutral based on the parameters of grant reporting. However, even though revenues are not an allowable option for offsetting costs, it is important to note that the Butler County ESC is only one of two certified Zulama training sites in the state which will provide options for outside professional development services and consultation based on the expertise afforded through this endeavor.

<table>
<thead>
<tr>
<th>10. Which of the following best describes the proposed project? - (Select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New - never before implemented</td>
</tr>
<tr>
<td>Existing: Never implemented in your community school or school district but proven successful in other educational environments</td>
</tr>
<tr>
<td>Mixed Concept: Incorporates new and existing elements</td>
</tr>
<tr>
<td>Established Concept: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership</td>
</tr>
</tbody>
</table>

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

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

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

Enter Budget

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

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

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

Upload Documents

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

Madison, Monroe, and Talawanda each have submitted their Supplemental Financial Reporting Measures. As the Butler County ESC does not a report card, the per pupil expenditures is not applicable. However, the BCESC supports the county in offering alternative programs and by the second year of implementation, districts will have access to the Zulama curriculum in a regional manner utilizing the alternative school. While the financial costs will remain neutral, the benefits of added skill development is immeasurable.

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

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

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance
12. What is the total cost for implementing the innovative project?

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

718,147.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Supplemental contracts for three Technology Integration Specialists will be established through the ESC to ensure districts have access to training and mentoring support. Each of the three Specialists is estimated to work 120 hours at $50 per hour totaling $18,000 plus fringe benefits totaling $2,965. The Butler County Consortium was able to access a discounted rate for the Zulama curriculum. A permanent license is priced at $150,000, which would equate to $600,000 if purchased separately. However, the consortium rate for four districts was $150,000 for the first license, $112,500 for the second, and $75,000 for each license thereafter. The total cost for all four districts was $412,500, or $103,125 per license. Monroe Local Schools is the only district requesting technology to assist with this implementation. A laptop cart equipped with 30 Chromebooks, which includes licenses fees and warranties, equates to $16,205. The Butler County ESC will be providing coordination throughout the project in terms of professional development, grant reporting, outcome and evaluation maintenance, and fiscal administration. $65,000 has been budgeted which includes the costs for project management and a reduced fiscal fee of 3%. Miami University has created an extensive evaluation plan to cover the period of the implementation year and the subsequent five years post implementation period. The cost for this independent evaluation is $125,000, all to be paid during the first year to ensure sustainability, with a contractual agreement to complete the study in full. Miami University will be providing two layers of extensive professional development, which equates to $60,477. Two, week long, 3 credit hour graduate courses will be offered to the lead instructors. In addition, two faculty members will provide ongoing support and mentoring services during the first year. The equivalent of 46 days of their time have allocated. The remaining $18,000 will be used to provide 10 days of training for educators using the Zulama curriculum.

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

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

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

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

As written the grant will provide all of the needed costs for the first year as well as five years post funding. Miami University will be providing an extensive evaluation plan to continue after the funding period for an additional five years. Neither Zulama nor the ESC will require any additional project management costs or professional development fees as a result of this grant. Site licenses for the Zulama curriculum are lifetime and include all upgrades and additional course content. The Chromebooks were purchased with extended warranties to ensure they surpass the grant timeline expectations. The tiered professional development plan ensures each participating district maintains a train the trainer model and develops leadership within their districts in order to build capacity and eliminate long term dependency on Integration Specialists or MU staff.

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

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

40,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

As indicated in the attached budget worksheets, Talawanda schools are projecting to save $30,000 annually by eliminating keyboarding classes and offering Game Design and Game Making classes, which are expected to exceed enrollment options within the district. Replacing high cost teachers who are either retiring or ill equipped to offer these innovative classes will save the district funds each year. Madison will also be implementing a comparable strategy and their cost savings will come from reducing contracted services for electives that are only partially filled and replacing the classes with district instructors capable of meeting the demands of the student population. Cost estimates are approximately $10,000 a year. Monroe and the BCESC will remain cost-neutral. The above measures are easily quantifiable and verifiable; however there are other expected cost savings that the evaluation plan will be able to monitor and are not reflected in the attached budgets. Each district loses many students to our regional technical school or to online schools. It is the hope of this consortium that
Students will become "re-engaged" in their home districts and opt to stay within their schools rather than enrolling elsewhere. Madison and Monroe both conservatively estimate the costs savings could be anywhere from $10,000-$30,000 a year once the full curriculum is offered to their students. The MU evaluation plan will track these goals and demonstrate the districts exceeded their projected saving measures.

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

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

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

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

The Straight A Grant will provide Madison Local, Monroe Local, Talawanda Schools and the Butler County ESC access to lifetime site licenses for Zulama, which includes updates and future upgrades. The proposed evaluation plan and budget covers a total of six years of data collection, analysis, evaluation, and reporting. Baseline data for this project will be collected using Straight A Grant funds and extended longitudinal data will be explored through future research grants from the National Science Foundation or other comparable entities. Teaching staff and curriculum experts will be provided professional development and mentoring during the first year of implementation through the ESC/Miami partnerships. These professional development services have been created to ensure all six years are covered for the Zulama overview training for new staff. Simultaneously, a sustainable infrastructure is also created using regional and building level integration specialists to promote ongoing support of the curriculum without any additional funding needed. All purchased technology includes an extended warranty to guarantee longevity for the full term of the project.

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

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range Spring 2013-June 2014

SPRING 13: Planning meetings were held between BCESC and MU to brainstorm viable options to enhance student achievement. Discussions led to a planning grant proposal to the National Science Foundation to research and pilot game theory/design into traditional classrooms. FEB-APRIL 14: Team reconvened to discuss implementation of game design options using Straight A Funds. Implementation team created. It was determined that Zulama's curriculum met the needs of the districts and preliminary data from the company aligned with the districts' visions for improved student motivation and retention. Therefore, it was determined that Zulama offered a viable alternative to having Miami create a brand new program with limited time for implementation. Due to teachers' current narrow understanding of the integration of game theory/design into traditional courses, a multi-tier approach was developed. MU's College of Education, Health, and Society was contacted to provide enhanced professional development to ESC staff and lead teachers above and beyond Zulama's required training. The ESC was asked to coordinate and implement professional development and mentoring supports to area educators using a shared services model. Determining what research already existed in the K-12 arena relative to general gamification of classrooms or game theory as well as in-depth discussions with Zulama leaders to gauge other research options were all taken into consideration for the proposal. Finalization of the grant application and responsibilities for implementation were laid out in regularly scheduled meetings and with consistent communication between all parties. Recruitment and training development for Zulama course integration occurred. Districts are promoting possible class options to gauge interest (Madison went from having a 1/2 filled elective to over 60 students). MAY 14: Three technology integration specialists will receive certification as Zulama trainers.
Several barriers and concerns were addressed during planning sessions. Ensuring the appropriate curriculum was developed and or purchased that balanced the individual needs of the districts with alignment to the Common Core Standards was critical. Research and discussions continued to determine if MU had capacity to develop new curriculum enhancements. Discussions continued around the need for advanced professional development support to ensure staff had the buy-in and skills for full implementation. Conversations included the need to prevent over-dependence on one or two people within a district to ensure sustainability if positions changed as well as the need to build capacity within the area to avoid over-reliance on the ESC. Evaluation planning was also an area of high discussion and brainstorming. Having access to an independent evaluation through a reputable university was a priority for group partners.

18. Implementation - Process to achieve project goals

* Date Range July 2014–June 2020

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

**JULY 2014:** MU will provide an extensive, three graduate credit hour, professional development workshop to instill game theory, gamification process, and digital technology for lead teachers and BCESC Technology Integration Specialists. Offer Zulama's one day required training for all instructors scheduled for utilization. Finalize course schedules and plan for course implementation. FY 15: Participating districts will adopt two courses based on individual needs of districts and interests of students. Lead teachers will take specialized training/coursework through Miami University. Miami will establish baseline data and finalize research methodology and program evaluation FY 16: Evaluate initial data from Miami to glean strengths and areas for improvement. Integrate 2-3 more courses per district where appropriate. Maintain Zulama Trainer Certification. ESC to sponsor/coordinate additional courses at centralized location(s) - possibly include dual enrollment options. Districts to continue to utilize MU program evaluation protocol. MU to access other funding streams like NSF to promote longitudinal study. Districts can access ESC's PD. FY 17: Review data from Miami University. Integrate 2-3 more courses per district where appropriate. Maintain Zulama Trainer Certification. ESC to continue to sponsor additional courses and add classes based on need. Lead teachers offer coaching to districts. Miami to continue research/data analysis. ESC to offer and coordinate Zulama PD. FY 18 and 19: Review data from Miami University. Integrate all offered courses where appropriate. ESC to continue to sponsor additional courses and add classes based on need. Lead teachers continue to offer coaching and support to area districts. Miami to continue research/data analysis. ESC to offer and coordinate Zulama PD. FY 20: 5+ Year Data and cost/benefit analysis. Full integration of Zulama courses throughout the districts.

* Anticipated barriers to successful completion of the implementation phase.

Ongoing dialogue to review research and evaluation tools will occur to ensure the fidelity to the curriculum and the project is being met as more teachers integrate the curriculum. Will also have to ascertain how to capture the impact of Zulama when teachers are using components to enhance their existing curriculum compared to those are using Zulama exclusively. Depending on interest, there may be a need to determine a "selection process" for students who are interested in the electives in the first few years if the demand is higher than the capacity.

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

* Date Range Summer 2014–FY 20

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

As outlined in the attached Appendix B, MU will be completing a qualitative and quantitative evaluation with the following activities: SUMMER 2014: Pre-post teacher questionnaire measuring preparedness, comfort, and perceptions of support for teaching with Zulama coursework. Professional Development observation. FALL 2014/SPRING 2015: Teacher interviews to gauge improved understanding upon completion of training, readiness to implement, and perceived need for ongoing professional development and support. Follow up in the spring to assess change over time as well as ongoing needs. FY 15: Artifact review of curricular changes. Classroom observation of a sample of Zulama classrooms. Teacher pre-post instructional practices questionnaire. Student pre-post instructional practices questionnaire. Collect baseline student achievement data, behavioral referral data, and attendance records. Review of fidelity of planned project implementation. Monitoring of attendance statistics. Comparative analysis of cost-savings relative to shared costs vs individual district costs. Benchmarks to achieve with regards to outputs and outcomes include number of classrooms implementing Zulama, number of students participating, hours provided and effectiveness of mentoring and professional development support through face-to-face or online options, increases in students' comfort with technology, increase in teachers' use and instruction of technology, increase of students' use of 21st century skills, improvements in students' attitudes toward education, and reduction of behavioral referrals. FY 16-20: In addition to the outcomes listed above, the remaining years will also focus more heavily on monitoring improvement in student achievement and reductions in costs at the district level but also comparing the shared services approached compared to the individualize district costs without a collaboration.

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

At this time, the evaluation team is not anticipating any barriers to competing the evaluation plan as assessors will be working directly in the schools, students will have access to online options for survey completion, and the implementation team is a blend of university and district personnel to ensure sustainability regardless of turnover.

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

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

Please enter your response below:

The integration of the Zulama curriculum will change the culture of teaching and learning across all of the districts. The expected changes will be demonstrated at many levels. First and foremost, the partners anticipate seeing a difference in student engagement and achievement. They will want to come to school, want to complete their assignments and will be ready to learn when they are invested in the process. We
The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

   Please enter your response below.

In the last twelve months, the ESC has been working with multiple districts on planning and implementation options for improved technological advancement in the classrooms. Our community specifically lacks options for students to learn about gaming research and theory so special attention was paid to those areas. In the February 25, 2014 Straight A Grant webinar, references and research examples of the value of game design and game theory were highlighted as meaningful avenues for increasing student engagement. Documented research has demonstrated that integrating Game Design and Game Theory concepts improves overall student achievement. For example, in 2008, Arici, Hickey, et al., compared students who received a traditional science curriculum to those who received the same curriculum enhanced with games. Students who experienced the gaming process initially "learned significantly more science concepts than the traditional students, showed higher engagement, and demonstrated increased intrinsic motivation." Tested again two months later, "the same students retained more science content than those in the traditional classroom." Identifying game theory and game design as a meaningful elements to integrate into traditional classrooms, the consortium team began researching viable curriculum options to either design in-house or purchase through an existing vendor. During the research phase, local curriculum directors found Zulama's curriculum addresses retention and motivation, its easy to use, aligns with the Common Core Standards, pioneers alignment of technology and cognitive concepts, and individualizes the implementation process based on the students' teachers', and districts' needs. Dr. John S. DiSanti, Superintendent of West Allegheny Schools, a Zulama site, states, "This innovative program has captured the interest and enthusiasm of our students. They see the West Allegheny Gaming Academy as a learning opportunity that is hands-on, relevant, progressive, and engaging. The program inspires creativity, problem solving, collaboration, and real world applications, all much sought after 21st century career skills. I love to visit the Academy and observe the high level thinking and interaction that takes place among the students. You can feel their energy and excitement for what they're doing. " And while quantitative data is not available from all districts currently using Zulama, acadotally district leaders have identified Zulama as the source for increased retention rates. One district went from 50 cyber students to 26 students one year after implementing Zulama, and they cite Zulama as one of the primary reasons students returned to the traditional classroom setting. The Zulama program has been an instrumental resource with Pennsylvania districts and recent expansion into Ohio will allow grant partners access to this innovative program. Data driven instruction and evidence-based practices are integral to the success of any new curriculum. Recognizing the potential benefits of utilize the Zulama program in southwest Ohio, district partners have requested that Miami University to complete an independent evaluation to ensure progress is being made to its fullest potential. Building in measures for additional professional development as well as mentoring and coaching also ensures this project will sustain well past the five year forecast as teaching staff will have access to the supplemental supports as they gain confidence and familiarity with the curriculum. Coordinating meetings between the implementation staff and research and evaluation team will promote a solidarity between all players and maintain the investments by all parties to fulfill their obligations.

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

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

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

Ohio's Evaluation & Assessment Center for Mathematics and Science Education (E & A Center) will serve as external, independent evaluator for the project. The E & A Center is a specialized center, recognized nationwide for providing comprehensive, high-quality research, evaluation, and assessment services to improve STEM teaching and learning and promote equity in opportunity, access, and outcomes for all learners. Since its inception in 2003, the Center has conducted more than 140 program and project evaluations. The Center's staff has expertise in instrument development, sophisticated quantitative data analyses and qualitative methods, as well as experience working with faculty, teachers, and students in a variety of settings. Although housed at Miami University, the E & A Center is independently supported by more than 20 external grants and contracts. Current activities of the Center include the evaluation of numerous teacher professional...
development initiatives funded by the State, the NSF, and NIH, including large multi-year projects at Purdue University, Michigan State University, University of Buffalo-SUNY, The Ohio State University, and Miami University. Sarah Beth Woodruff, Ph.D. is the Director of the Center and will be overseeing the project. Contact information is: 210 E. Spring St, 408 McGuffey Hall, Oxford, OH 45056; (513) 529-1686; sbwoodruff@miamioh.edu

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress.)

This evaluation is guided by the overarching question, “Does providing engaging, innovative, computer-based courses that address Common Core Standards and 21st Century career development to middle and high school students: (a) increase academic achievement; and (b) encourage students to continue and complete their education through the traditional school setting?” and will be investigated by collecting and analyzing data measuring the implementation and impact of project activities. The evaluation will utilize a mixed-methods approach to analyze questionnaire, student achievement, observational, and interview data, as well as, district financial data to measure progress towards project goals. Specifically, the evaluation will measure and document impact on teachers, students, and project sustainability through the collection of data. The Evaluation Matrix can be found in the attached Appendix B. Quantitative methodologies will include 1) pre-, post- teacher instructional practices questionnaire; 2) pre-, post- student attitudinal and classroom practices assessments; 3) pre-, post- Zulama preparedness questionnaire; and 4) student achievement data analysis. Qualitative methodologies will include 1) protocol-based classroom observations; 2) semi-structured interviews of teacher participants; and 3) review of curricular materials. Quantitative data analyses will include appropriate descriptive statistics and repeat-measures ANOVA. Qualitative data will be coded, thematically analyzed, and triangulated with survey data to provide a more rigorous assessment of impact. Summative evaluation will assess implementation quality and impact, and report progress to the Ohio Department of Education.

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

The evaluation team will report semi-annual data to the implementation team to ensure fidelity to the project. Outcomes to each specific course, instructor, and district will be established to guide the team trainers and coaches accordingly in their implementation and professional development strategies. The use of qualitative as well as quantitative data will provide meaningful data and feedback to assess areas in need of improvement with specific indicators for what is not working and suggestions for improvement. Regular meetings and ongoing communication between those providing the services and those evaluating will be instrumental to the success of the project.

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

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

Please enter your response below.

Upon completion of the project, it is the consortium’s plan to fully integrate between 20-28 Zulama courses to students in Butler County thus creating college and/or career ready young adults prepared for 21st century challenges. Students will be motivated to attend school AND perform to the best of their ability. District personnel will be supported in the implementation of Zulama and feel confident in their abilities to implement the curriculum to fidelity and ensure student growth is occurring as measured through a variety of qualitative and quantitative, statistically significant analyses. Districts will also find ways to reduce costs either through retention efforts and/or the creation of courses that maintain maximum enrollment and eliminate the need for ancillary instructors. The permanent site licenses and regional trainers ensure the Zulama curriculum can sustain well past the grant and reporting period. Having a varied group on the implementation team with unique roles and diversified responsibilities creates a “checks and balances” system to ensure integrity to the project as well as maintaining order and stability. The tiered structure of teachers, lead teachers, and certified trainers creates a structure across the county that promotes networking and growth versus educators feeling isolated in the implementation of a new project. This sustainable model can be expanded throughout the region as the retention benefits alone could easily pay for an ongoing Zulama site license. The long term vision is that these courses will potentially be offered as dual credit opportunities and where appropriate, be offered in a blended format to ensure all students have access to this innovative option.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

* Student Achievement

Desired outcomes include: An increase in the use of Zulama coursework, a perceived sense of support for using Zulama, and an increase in the number of classrooms using Zulama. Participating students will have improved attendance, less office for referrals behavioral concerns, will report statistically significant results relative to course enjoyment, improvement in the measures of their achievement, and enhanced technological skill development. The use of existing student motivation tools will be countered with the development of new resources specific to this project. Short-term goals will establish baseline data with the expectation of marked improvement as the curriculum continues to be enhanced and educator skill development improves over time.

* Spending Reduction in the five-year fiscal forecast

In addition to meeting the benchmarks outlined in the budget worksheets, districts are projecting reductions in costs associated with staffing, textbooks, and other resources and an increase in student retention to result in spending reductions for the five-year fiscal forecast. Measures will be ongoing and quantifiable based on financial reporting records.

* Utilization of a greater share of resources in the classroom

Desired outcomes include an increase in the amount of students exposed to computer-based, Zulama coursework. Measures will be ongoing and based on the number of teacher utilizing the curriculum and number of students enrolled in designated classrooms.
Implementation of a shared services delivery model

A sustainable model for implementing Zulama coursework in districts throughout the county as measured through the longevity and expansion occurring each fiscal year. Comparative analyses of cost-savings relative to shared costs vs individual district costs will demonstrate a significant cost savings for those districts engaging in a shared services model compared to those working independently.

* Other Anticipated Outcomes

NA

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

☐ Yes

☐ No

* Explain your response

This project is well suited to replicate in other districts, regardless of their size. The Butler County ESC has committed to certifying three Zulama instructors who can provide the one-day introductory course several times throughout the year. It is the consortia’s hope that other area districts will benefit from this groundbreaking project and join at later dates in some capacity in order to ensure all students in Butler County have access to this innovative program. In addition to regional expansion, Ohio schools interested in the Zulama curriculum can contact the BCESC for training and support. At this time, there is only one other certified trainer in the state. The BCESC’s formal development of a training team is ensuring capacity is available for this project and beyond. Partnerships with other ESC’s could provide regional venues if the need arises in order to increase accessibility into the program and ESC personnel would be able to provide training at regional or state workshops as needed. Zulama's pricing structure ensures districts are paying based on use versus a flat rate, they have also created discounted structures for consortia and partnerships. Because the curriculum is so new, resources have not been secured to date for a detailed program evaluation analysis. Funding through this grant will allow Miami University the opportunity to externally evaluate the Zulama curriculum and ensure the material is meeting the educational needs of students in a manner easily integrated by educators. The longitudinal study will supply future programs with a great amount of qualitative and quantitative program evaluation as well as lessons learned at the district level and in the classroom. Upon completion of this project, interested districts would be able to replicate the project in some capacity almost immediately based on their funding structure. In addition to formal training and mentoring, the BCESC, Monroe Local, Madison Local, and Talawanda Schools are all willing share relevant information, ideas for successful implementation, and informal support.

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

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

I agree. Sharon Custer, Professional Development Specialist, Butler County ESC.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan</td>
<td>Stidham</td>
<td>513-273-3333</td>
<td><a href="mailto:stidhamj@talawanda.org">stidhamj@talawanda.org</a></td>
<td>Talawanda City</td>
<td>046151</td>
<td>131 W Chestnut St, Oxford, OH, 45056-2619</td>
<td></td>
</tr>
<tr>
<td>Andrew</td>
<td>Wheatley</td>
<td>513-420-4750</td>
<td><a href="mailto:Andrew.Wheatley@madisonmohawks.org">Andrew.Wheatley@madisonmohawks.org</a></td>
<td>Madison Local</td>
<td>046128</td>
<td>1324 Middletown Eaton Rd, Middletown, OH, 45042-1525</td>
<td></td>
</tr>
<tr>
<td>Tony</td>
<td>Thornton</td>
<td>513-539-2536</td>
<td><a href="mailto:thortont@monroelocalschools.com">thortont@monroelocalschools.com</a></td>
<td>Monroe Local School District</td>
<td>139303</td>
<td>500 Yankee Rd, Monroe, OH, 45050-1068</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Telephone Number</td>
<td>Email Address</td>
<td>Organization Name</td>
<td>IRN</td>
<td>Address</td>
<td>Delete Contact</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-------</td>
<td>----------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Kevin</td>
<td>Bush</td>
<td>(513) 529-0405</td>
<td><a href="mailto:bushkr@miamioh.edu">bushkr@miamioh.edu</a></td>
<td>Miami University</td>
<td>062984</td>
<td>201 Roudebush Hall, Oxford, OH, 45056-0604</td>
<td></td>
</tr>
<tr>
<td>Nikki</td>
<td>Navta</td>
<td>724-679-8323</td>
<td><a href="mailto:Nikki.Navta@Zulama.com">Nikki.Navta@Zulama.com</a></td>
<td>Zulama, LLC</td>
<td></td>
<td>1501 Preble Ave, 4th Floor, PA, 15233</td>
<td></td>
</tr>
</tbody>
</table>
# Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nikki</td>
<td>Navta</td>
<td>CEO, Zulama</td>
<td>Nikki will be the primary contact at Zulama, responsible for Project Management, including: Making sure the program implementation adheres to schedule Scheduling teacher training sessions and subsequent support activities and forums Maintaining communication with school administrators, staff, and students. Hiring, quality control and monitoring of any staff, subcontractors, researchers, and other people involved in the project Reporting and communicating among team members Ongoing communication and status reports with BCESC and district partners. Responsibility for any improvements and adjustments required of Zulama’s program for successful implementation at BCESC and district partners.</td>
<td>Nikki graduated from St Lawrence University with a multifield major in Mathematics and Fine Arts, and has been working on products that combine the best of left-and right-brain thinking ever since. Before founding Zulama, CEO Nikki Navta worked for 20+ years on educational textbook publishing product development. Her career highlights include: Led company to highest sales year in their 25+ year history Qualified company as a preferred vendor to the largest educational publishers (Harcourt, Pearson, National Geographic School Publishing, and McGraw-Hill) Led industry forums and discussions regarding how to use game design thinking in education Managed product development on a variety of platforms and content areas to help teachers relate to a rising generation of computer and web-savvy learners</td>
<td>Zulama was started in 2009 when Nikki recognized a market opportunity created as the major publishers (Pearson, McGraw-Hill, and Harcourt) were slow to embrace digital products and technologies. Growing impatient with the lack of game-based learning products available to U.S. classrooms, she started Zulama to help students use games and game design principles to develop skills necessary to thrive in our new knowledge-based global economy. She started Zulama to explore new content areas, game-based learning, and to help schools structurally change the way they teach, using hands-on, project-based learning. As a CEO who has successfully established a startup in the ed-tech space, Nikki understands and strives to create disruption. Zulama is not an incremental improvement upon existing educational products. It's a whole new way of learning and teaching, based on design thinking and project-based learning. Zulama CEO Nikki Navta has become an advocate of using game design in the classroom. She has delivered presentations and conducted workshops that give teachers hands-on, practical ways to engage their students in game design as well as make their own instructional games. At Gradient Labs, she designed and developed four iOS games for the Fred Rogers Center.</td>
</tr>
</tbody>
</table>

<p>| TBD        | TBD       | Technology Integration Specialists (2) | As certified Zulama instructors, these two additional specialists will also be responsible for providing ongoing training and mentoring support to the participating districts. Their goal is to build the capacity and infrastructure from within to ensure high fidelity to the program model and curriculum expectations. | Holds a Bachelor's degree in education and holds a current Ohio teaching certificate. Graduate Degree or other advanced education in Instructional and/or Assistive Technology preferred. At least three years of successful full-time experience as a classroom teacher preferred. Two years professional development experience educating teachers or other adults in the integration of technology for instruction and productivity using all of the following modes: modeling, one-on-one, small group, or one-on-few. | Based on qualifications outlined above, this individual should have a background encompassing professional development delivery and teaching experience with an emphasis on technology integration. |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon</td>
<td>Professional Development Specialist</td>
<td>As the project manager, Sharon will be responsible for coordinating the implementation team components and creating a communication mechanism between all parties. Duties include general grant reporting, budget monitoring, ensuring fidelity to the proposal, and serving as a liaison between the education staff and research team.</td>
<td>With ten years of experience at the Butler County ESC, Sharon has served as the project manager or coordinator for numerous grant projects including Early Literacy/Third Grade Guarantee funds, Local Government Innovation Funds, and Quality Matters Online and Blended Learning Course Designs. Sharon currently serves as the ESC's Sponsor Representative for the Quality Matters program, which ensures blended and online courses are meeting the best practice standards. She has also served on local community funding teams for allocations and understands the process of outcome reporting and fidelity to models. Her background and training in student engagement and working with students with behavioral-health needs provides this project access to expertise in techniques to support student learning and engagement strategies. Sharon serves as a part time faculty member at Miami University which is a natural fit for the liaison responsibilities between the University and the other implementation team members.</td>
</tr>
<tr>
<td>Bob</td>
<td>Assistant Professor</td>
<td>On this project, Dr. De Schutter will act as Co-Principal Investigator with the following responsibilities: Advise the team on the implementation of game elements and technology in a classroom setting. Participate as a professional development instructor for the lead teachers and integration specialists. Assist with the evaluation and dissemination of the project findings.</td>
<td>Bob De Schutter is the C. Michael Armstrong Assistant Professor for Miami University’s Armstrong Institute for Interactive Media Studies (EHS) and the College of Education, Health &amp; Society (EHS). His research and teaching interests include the psychology of game design, the older audience of digital games, and the use of digital games for non-entertainment purposes. Prior to joining Miami University, Dr. De Schutter was the lead designer at the campus Group T e-Media Lab of the KU Leuven (a top 60 university in the world) where he worked on games to facilitate inter-generational knowledge transfer, rehabilitate psycho-motor skills, train entrepreneurial skills, sensitize university students on urban mobility for the disabled, teach the psychology of game design, etc. He has 10 years of experience in teaching technology-related courses, and has taught courses at different levels (vocational, undergraduate, graduate, post-graduate) for different demographic groups (adolescents, professionals, older adults) in</td>
</tr>
</tbody>
</table>
Kevin Bush is an Associate Professor in Family Studies and Social Work and serves as the Associate Dean for Partnerships, Research and Grants in the College of Education, Health and Society. His research interests focus on program evaluation; measurement validation across cultures; and child and adolescent development in the context of family, school, community and culture. He has served as the lead PI on several larger program evaluations, including evaluations of county-wide school based programs.

Sarah Woodruff will have primary responsibility for oversight and coordination of the evaluation team. Sarah double-majored in Biochemistry and Physical Sciences while attending The Ohio State University. She later earned her Masters in Educational Leadership from Wright State University and completed her Ph.D. from the University of Dayton. As Director of the Discovery and Ohio's Evaluation & Assessment Center for Mathematics and Science Education Centers, Dr. Woodruff provides leadership in research design, data analysis, instrument development, and all aspects of evaluation and assessment for large-scale, externally funded education programs and projects across the nation. She has a broad understanding of education, having served as a teacher and an administrator at the local level and as an Assistant Director and Program Administrator with the ODE. She brings to this work expertise in quantitative methods, instrument design, and observational fieldwork.

Joan Stidham currently manages the CCIP, curriculum budget, technology budget, special education budget for Talawanda and has also lead the district's successful implementation of Race to the Top grant. In a previous role, she has also been the ESC lead for a multi-year MSP grant between University of Cincinnati, Hamilton County ESC and Mt. Healthy City Schools. She lead an instructional group of consultants at HCESC that generated over two million dollars in revenue annually. She studied innovation and design as a part of a redesign process.
She has been the ESC liaison and partnered with districts for SIG grants, co-writing and supporting the service delivery of millions of dollars worth of services provided to school districts.

Jason Abbitt is an Associate Professor of Instructional Design and Technology in the Department of Educational Psychology; and the coordinator of e-learning in the College of Education, Health and Society. His current research interests include the development of self-efficacy in teaching with technology, best practices for online teaching and learning, and the development of internet-based learning and collaboration systems. Prior to joining the faculty of Miami, he was a facilitator of professional development workshops for K-12 and high education faculty focusing on the integration of technology into teaching practices.

Dr. Abbitt has also designed web-based course and collaboration software. He is currently the managing editor for the Journal of Interactive Online Learning and is also a member of the NASA Opportunities for Visionary Academics (NOVA) program management team.

Tony serves as the Technology Director for the Butler County Educational Service Center. In this capacity, he also serves as the Tech Director for the Monroe Local School district. In this position he supports the administration and management operations as well as the district's instructional and learning activities and its educational mission. Responsible for the planning and implementation of all business and instructional hardware, software, networks and staff development as it relates to the use of technology. He has held a number of leadership positions working as an information systems manager, systems engineer and as a Network administrator.

Andrew has taught 6-7th grade Social Studies for 8 years, two years in Thomasville, NC and 6 years in Lakota Schools. Andrew has 7 years of experience as an Instructional Technologist. For the past two years he has served Madison Local Schools as their Technology Integration Specialist and has taken the lead in numerous project at the ESC as a trainer and consultant.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Background and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>Abbitt Associate Professor</td>
<td>On this project, Dr. Abbitt will serve as a Co-Principal Investigator with the following responsibilities. Advise the team on the implementation of technology in a classroom setting, assist with the evaluation and dissemination of the project findings. Dr. Abbitt received his Ph.D. in Education and M.Ed. in Educational Technology for the University of Idaho and also holds a B.A. in English from Indiana University. Jason Abbitt is an Associate Professor of Instructional Design and Technology in the Department of Educational Psychology; and the coordinator of e-learning in the College of Education, Health and Society. His current research interests include the development of self-efficacy in teaching with technology, best practices for online teaching and learning, and the development of internet-based learning and collaboration systems. Prior to joining the faculty of Miami, he was a facilitator of professional development workshops for K-12 and high education faculty focusing on the integration of technology into teaching practices. Dr. Abbitt has also designed web-based course and collaboration software. He is currently the managing editor for the Journal of Interactive Online Learning and is also a member of the NASA Opportunities for Visionary Academics (NOVA) program management team.</td>
<td></td>
</tr>
<tr>
<td>Tony</td>
<td>Thornton Director of Technology</td>
<td>For this project, Tony will be responsible for navigating hardware and networking issues, troubleshooting, serving as the liaison between Monroe and the grant team, and consulting on future technological needs. Tony has been working in the computer and telecommunication field for over twenty years. He is a Microsoft Certified Professional and a Google Qualified Individual. He was trained as a computer network operations specialist in the US Army while stationed at the Pentagon working for the Joint Chiefs of Staff. Tony serves as the Technology Director for the Butler County Educational Service Center. In this capacity, he also serves as the Tech Director for the Monroe Local School district. In this position he supports the administration and management operations as well as the district’s instructional and learning activities and its educational mission. Responsible for the planning and implementation of all business and instructional hardware, software, networks and staff development as it relates to the use of technology. He has held a number of leadership positions working as an information systems manager, systems engineer and as a Network administrator.</td>
<td></td>
</tr>
<tr>
<td>Andrew</td>
<td>Wheatley Technology Integration Specialist</td>
<td>Andrew will serve as the lead Technology Integration Specialist, Andrew and help coordinate schedules of the other specialists as they support the area districts. Andrew will serve as a trainer and mentor within all participating districts. Andrew has been Andrew received his undergraduate degree from Bowling Green State University in Secondary Education and later earned his Masters degree in Curriculum and Teacher Leadership. He is currently two weeks from completion of a Masters Degree in Educational Administration. Andrew has taught 6-7th grade Social Studies for 8 years, two years in Thomasville, NC and 6 years in Lakota Schools. Andrew has 7 years of experience as an Instructional Technologist. For the past two years he has served Madison Local Schools as their Technology Integration Specialist and has taken the lead in numerous project at the ESC as a trainer and consultant.</td>
<td></td>
</tr>
</tbody>
</table>
an integral part of the planning of this grant and will continue to be a core member of the planning and implementation team through data review, providing recommendations and modifications, and ensuring the program is meeting its objectives and goals.

He is a certified Quality Matters Online and Blended Learning Facilitator.

addition to providing training and development in the Quality Matters program, Andrew has designed and facilitated numerous instructional technology events including: Instructional Technology Series: 4 part blended learning series, Substitute Teacher Technology, Common Core Technology: Math and ELC, Digital Content Resources: Science: Math, Science, Social Studies, and ELA. He has also presented at regional workshops and is recognized as a leader in innovative program design across the region.