

Budget

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (327)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	972,000.00	0.00	4,950,000.00	0.00	5,922,000.00
Support Services		0.00	0.00	6,453,226.00	0.00	0.00	0.00	6,453,226.00
Governance/Admin		255,000.00	42,075.00	36,000.00	0.00	0.00	0.00	333,075.00
Prof Development		0.00	0.00	815,000.00	0.00	0.00	0.00	815,000.00
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
Total		255,000.00	42,075.00	8,276,226.00	0.00	4,950,000.00	0.00	13,523,301.00
Adjusted Allocation								0.00
Remaining								-13,523,301.00

Application

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (327)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
College Ready Ohio

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

As the world shifts towards self-paced digital learning, Ohio leaders recognize today's students need at least a 2 or 4 year degree, certificate or badge to remain competitive in the marketplace. This economic reality demands a high expectation from our K-12 system; just graduating isn't enough. The Ohio Board of Regents defines College Credit Plus programs as those in which a student enrolls in college level coursework while in high school, allowing him or her to earn both high school and college credit, also known as dual enrollment programs. College Ready Ohio will expand high school student college readiness via mobile learning, open digital resources, and College Credit Plus opportunities through the creation of a statewide shared services model led by ESC of Central Ohio (ESSCO) in collaboration with Geauga Co ESC (GCESC) and 10 districts in 5 counties, The Ohio State University, and the Ohio STEM Learning Network (OSLN). College Ready Ohio will provide professional development, mobile learning technology, and digital course materials to high school teachers that will drive significantly more digital resources to classrooms to enhance student achievement and reduce operating costs. OSU's new Innovation Center will bring Ohio teachers together virtually and real time to continue learning cutting edge instructional strategies as technology changes over time. Ohio OSLN will facilitate Leadership in the Digital Age Institutes engaging principals and district leadership in HS redesign efforts aligning systems to scale and sustain access to digital learning and cross district collaborations. By 2020, students in College Ready Ohio schools will have significantly more access to high quality, rigorous and relevant open source digital content, HS students will have earned 6,000 college credits, and the districts which serve them will reduce operating costs by \$50,906,716.

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.

3300 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Tom Reed

Organizational name of lead applicant
ESC of Central Ohio

Address of lead applicant
2080 Citygate Drive, Ohio 43219

Phone Number of lead applicant
614.542.4210

Email Address of lead applicant
tom.reed@escoco.org

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

According to Complete College America, by 2018, 59% of Ohio's jobs will require a postsecondary credential or degree. In order to reap the significantly greater opportunities a college degree affords, Ohio's students must leave high school prepared for college success. In December 2013, The Ohio Board of Regents reported that, of the 51,627 students who enrolled for the first time in an Ohio public college in Fall 2012, 40% needed developmental (or remedial) math or English. Students (and their families) were paying for education they should have already received. This is unacceptable. High school students in participating districts, and across Ohio, do not currently have adequate access to rigorous digital learning materials and College Credit Plus opportunities that fully prepare them to be successful in higher education. Today's college students are expected to enter higher education with a skill set that allows them to immediately engage in an interactive and collaborative digital learning environment. Navigating learning management systems, utilizing productivity software, working in an online collaborative setting, researching reputable content, proactively taking ownership of their learning, and communicating in an appropriate, professional manner are the skills students need to be successful in higher education. Unfortunately, a lack of computing devices, teacher understanding of how to best integrate technology in high school classrooms, and robust digital learning materials limit the ability of high school students to be fully prepared. While many students are academically and cognitively ready to engage in college level coursework before leaving high school, they are limited in post-secondary options available via their local public districts. When students leave an Ohio high school, they should be prepared for college without remediation. College Ready Ohio is designed to address this issue.

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

Hundreds of millions of people, adults and children, publish digital content, participate in social networks, and utilize digital resources for learning. Educators must leverage technology to create engaging, relevant academic learning experiences preparing all high school students to be successful, involved and thoughtful participants in higher education. Explosive growth in digital content, mobile learning, wireless networking, cloud computing, and adaptive environments now enable all schools to create a digital learning infrastructure. ESC of Central Ohio (Lead) and Geauga Co ESC are creating College Ready Ohio, a shared service model with 10 consortium districts (Columbus CSD, Berkshire LSD, Bio Med Science Academy, Cardinal LSD, Dublin CSD, Global Impact STEM Academy, Hilliard CSD, Kenston LSD, Metro ECHS, Perkins Local) to invest more resources in the classroom by using mobile technology to develop rigorous and relevant digital content (HS and college) which will increase achievement and reduce operating costs. College Ready Ohio is designed to foster learning experiences that are engaging and relevant, and will prepare Ohio's high school students to enter higher education with the depth of knowledge and experience necessary to be truly successful. To achieve this, College Ready Ohio will: 1) provide digital course materials created by esteemed higher education faculty for use in participating high schools, 2) design and pilot College Credit Plus opportunities from The Ohio State University through a shared service model across districts, 3) create an Innovation Center at OSU to provide cutting edge[1] professional development for teachers and administrators in educational technology pedagogy and digital content creation, 4) design and implement mobile learning environments, and 5) build capacity of school and district leaders to scale/sustain this environment. The Ohio State University has become a leader in eLearning and will transfer that expertise to high school teachers to promote digital learning resource integration into their classrooms. Working directly with high school teachers and providing professional development around digital course creation, eLearning pedagogy, and the integration of mobile learning will allow students to experience what is expected in today's higher education setting. The Ohio State University, ESCCO and GCESC will expand eLearning integration by designing and piloting a shared service College Credit Plus model in which academically prepared students take digital College Credit Plus courses from Ohio's flagship public University with web-based support from high quality teachers throughout Ohio. Participating high schools will identify two lead teachers to serve as "catalysts" for eLearning change and professional development in their buildings. These catalyst teachers will participate in ongoing professional development and will be provided mobile technology learning environments in their classrooms. In year 2 through the end of the grant period the catalyst teachers will provide professional development to their fellow teachers on integrating technology in their classrooms. Ohio STEM Learning Network (OSLN) will facilitate a Leadership in the Digital Age Institute for building and district administrative teams to build capacity to re-design systems (fiscal, human, operational) to scale and sustain this initiative within their buildings. Upon submission of their System Redesign Plans buildings will receive a \$15,000 mini-grant as seed funding to begin implementing their plans. College Ready Ohio will significantly increase student to access challenging, engaging content throughout their high school experience, will allow students to earn 6,000 college credits via online and blended learning models, and will position them to graduate from high school fully prepared for college. The 10 consortium districts which serve these youth will reduce operating costs by \$50,906,71

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.)

College Ready Ohio will provide more students with access to College Credit Plus options from The Ohio State University. High School students in consortium schools who meet prerequisites will have access to digital courses for college credit from The Ohio State University. This will allow more students attending consortium schools to graduate high school with at least 3 college credits (Ohio Prepared for Success Benchmark). By providing rigorous digital learning materials and teacher professional development, College Ready Ohio anticipates increasing student ACT scores and math/English competencies so students will not need remedial coursework upon entering a college or university. Project Outcome 1: Consortium High schools will better prepare students to demonstrate college readiness skills as measured by Ohio's new Prepared for Success Benchmarks, while decreasing operating costs. (2013) Baseline: Approximately 60% of consortium students participate in ACT by the time they graduate. Short Term 6/2015: 100% of consortium HS will re-design systems to expand ACT testing opportunities and improve ACT composite scores. Long Term 6/2020: 25% increase in ACT participation and all participating districts will have a mean composite score equal to or greater than the Ohio mean composite score. (2012) Baseline: Approximately 40% of college bound graduates from consortium schools enrolled in at least 1 remediation course in college. Short Term 6/2015: 100% of consortium HS will re-design systems to decrease college remediation. Long Term 6/2020: 20% decrease in the number of college bound graduates who enroll in 1 or more remediation course in college. (2013) Baseline: Approximately 15% of consortium students earned at least 3 college credits before HS graduation. Short Term 6/2015: 18% of consortium students will earn at least 3 college credits during FY15. Long Term 6/2020: 30% of consortium students will earn at least 3 college credits by HS graduation.

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.)

College Ready Ohio allows participating districts to reduce costs on technology, digital resources, professional development, and other classroom resources such as paper, copying, and printing. Identified teachers in year one will receive intense ongoing professional development. These teachers will act as catalysts for change within the school by driving the adoption and creation of digital content in their HS curriculum. Each student in a catalyst teacher's courses during the academic year will receive mobile technology to use throughout the academic environment. These catalyst teachers will also build digital resources to share with other teachers in their subject area and provide professional development to other teachers in their school in a "train the trainer" approach. Principals and district leadership will participate in OSLN's Leadership in the Digital Age Institutes, to drive a statewide culture of change at the highest levels of district leadership. Districts will document additional systemic reductions which further reduce operating costs ensuring long term program sustainability beyond the life of the project. Project Outcome 2: Consortium will reduce instructional costs by \$50,906,716. Benchmark: By June 30, 2016, instructional costs will decrease from \$1,259,862,937 (FY14) to \$1,249,529,089. Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$659,927,990 in FY14 to \$654,414,999 in FY16 - Fringe benefit will reduce from \$259,898,070 in FY14 to \$256,074,770 in FY16 - Purchased service cost will reduce from \$239,622,436 in FY14 to \$238,806,379 in FY16 - Supply costs will reduce from \$33,531,545 in FY14 to \$33,421,545 in FY16 - Capital outlay will reduce from \$3,938,506X in FY14 to \$3,867,506 in FY16 - Other areas will reduce from \$62,944,390 in FY14 to \$62,943,890 in FY16 By June 30, 2020, instructional costs will decrease from \$1,259,862,937 (FY14) to \$1,249,890,825. Long Term reductions: During FY20 consortium anticipates the following cost reductions - Personnel costs will reduce from \$659,927,990 in FY14 to \$654,414,380 in FY20 - Fringe benefit will reduce from \$259,898,070 in FY14 to \$256,073,125 in FY20 - Purchased service cost will reduce from \$239,622,436 in FY14 to \$239,130,379 in FY20 - Supply costs will reduce from \$33,531,545 in FY14 to \$33,416,545 in FY20 - Capital outlay will reduce from \$3,938,506 in FY14 to \$3,912,506 in FY20 - Other areas will reduce from \$62,944,390 in FY14 to \$62,943,890 in FY20

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

College Ready Ohio will drive a massive amount of resources into the classroom. Mobile technology will be incorporated in participating schools to allow for a true integration of technology into the classroom environment. Digital learning materials from faculty at The Ohio State University will be infused into high school courses, while at the same time participating teachers will learn how to create, organize, and deliver their own digital learning materials. College Ready Ohio digital learning resources will be organized in an online portal designed specifically for this purpose with robust data and predictive analytic capabilities. This site will be accessible to teachers within the consortium in year one and, through OSLN's teacher resource website, to all teachers across Ohio after year one. An Innovation Center and K12 Innovate Conference program will be established at The Ohio State University to act as the hub for professional development, digital content creation, and communication/collaboration across all participating districts. Teachers will share their learning with colleagues in their school and district, further increasing teacher to access high quality, open source digital learning materials which benefit learners of all levels and interests. Project Outcome 3: Consortium schools will build a library of high quality, open source digital learning materials which build college readiness skills and/or can be used in high school courses. Baseline: Consortium schools do not have 'ready' access to high quality/open source digital learning materials. Short Term 6/2015: Consortium schools will have access to over 75 high quality/open source digital learning modules which will be freely accessible to educators throughout Ohio through OSLN's teacher resource website. Long Term 6/2020: Consortium schools will have access to over 300 high quality/open source digital learning modules which will be freely accessible to educators throughout Ohio through OSLN's teacher resource website.

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

Ohio STEM Learning Network (OSLN) will facilitate a Leadership in the Digital Age Institute in partnership with the Educational Service Center of Central Ohio (ESCCO), and the Geauga County Educational Service Center (GCESC). This ongoing professional learning community will provide a unifying community for all participating districts. District and building leaders will collaborate with OSU to develop mutually beneficial protocols, processes and fee structures that will increase student access to College Credit Plus coursework and re-design local systems (human, fiscal, operational) to sustain and scale this initiative beyond the grant. Professional development will be delivered online and via

shared learning spaces at the OSLN, ESCCO, GCESC, and OSU. OSLN and the ESCs will implement a shared services model which utilizes teachers across the state to facilitate and support students as they successfully complete digital College Credit Plus courses being delivered by The Ohio State University. Project Outcome 4: ESC of Central Ohio and Geauga Co ESC, and the Ohio STEM Learning Network will design and pilot a statewide network to redesign systems to support and expand digital learning in consortium high schools and expand/distribute teacher created digital content as well as digital College Credit Plus opportunities offered by The Ohio State University. Baseline: The Ohio State University does not have a business model which will allow digital College Credit Plus courses to be offered to Ohio high school students. Short Term 6/2015: College Ready Ohio partners and districts will work with Ohio State leadership to co-design a business model for digital College Credit Plus that will be mutually beneficial to all parties. Long Term 6/2020: 6000 college credits will be earned by students attending consortium schools through digital College Credit Plus coursework offered by The Ohio State University. Baseline: Ohio does not have a statewide network that can expand/distribute digital content and support students enrolled in digital College Credit Plus courses. Short Term 6/2015: ESC of Central Ohio and Geauga Co ESC will design a statewide network with support of the Ohio STEM Learning Network. Long Term 6/2020: College Ready Ohio will provide high quality blended professional development, support and technical assistance to schools which expand teacher capacity to design and use digital content within their classes or as stand alone coursework and will support students enrolled in OSU digital College Credit Plus coursework. Baseline: Consortium schools do not have systems in place to effectively scale and sustain high quality digital learning environments. Short Term: 5/2015: 100% of consortium schools/districts will create system re-design plan as a result of their participation in OSLN's Leadership in the Digital Age Institute. Long Term: 6/2020: All consortium schools/districts will report they have made substantial progress implementing their system re-design plans created at the 2014-15 Leadership in the Digital Age Institute.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

13,523,301.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The project will be coordinated through the ESC of Central Ohio (lead district) and Geauga County ESC; The Ohio State University and OSLN will provide the professional development, course development and all other items within the budget. Salaries total \$255,000: the salary cost will be for the ESC of Central Ohio \$153,000 and Geauga County ESC \$105,000 to provide existing staff time to work with Ohio State University and OSLN to coordinate the schools within the project for professional development and all aspects of the grant project. Benefits total \$42,075: the benefits coordinate with salaries to the ESC of Central Ohio \$25,245 and Geauga County ESC \$16,860 for retirement, Medicare, Worker's Compensation and a portion for insurances. Purchase Services total \$8,276,226: in-state travel for training sessions 9 days x 3 years x 5 staff \$67,500; out of state research trips 3 staff x 3 trips \$72,000; regional training location rental \$9,000; professional development time and staff for OSLN \$240,000; administration fees for 6 years, administration stipend subcontracts for 2 years for 10 districts \$200,000; District incentive for Y1 participation \$150,000; teacher stipend subcontracts for 2 teachers x 6 years x 10 districts \$300,000; OSU staff for coordination of program for 1 person x 10% of time x 6 years \$102,000; OSU faculty to design courses \$900,000; 6 year evaluation plan by OSU \$613,726; graphic designer and web development \$200,000; OSU professional and temporary staff to support the project \$1,300,000; renovation of Innovative Center \$350,000; development of K12 track for Innovate Conference for 6 years \$120,000; College Credit Plus 30 students/yr x 10 districts x 3 years \$972,000; mobile device management and IT training for staff for 10 districts \$900,000; Supplementary online learning modules \$450,000; development of interactive modules with predictive analytics \$900,000; ZOO Digital transcription service \$180,000; iSchool Initiative for 10 schools \$100,000; project management/professional development services for 6 years \$150,000. Equipment total \$4,950,000: technology purchase of devices as required for coursework at \$750/device x 150 devices x 2 teachers x 2 total cycles x 10 districts \$4,500,000; technology purchase of devices for College Credit plus students at \$750/device x 150 devices x 30 students x 2 total cycles x 10 districts \$450,000.

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.

The grant will not have any sustaining costs for any of the districts within the consortium. This grant will pay for all of the training of the staff, the faculty course designs, travel expenses, college credit for students and equipment needs. The equipment will also include one refresh cycle so that the districts will not need to have that sustaining cost.

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

Yes

No

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

10,333,848.00 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

Cost Reductions: \$50,906,716 Annual Cost reductions are: FY16 \$10,333,848; FY17 \$10,289,349; FY18 \$10,339,910; FY19 \$9,971,497; FY20 \$9,972,112. Berkshire: \$43,211 each year total \$216,055: one retiring teacher each year plus benefits. Cardinal: \$149,510 each year total of \$747,550: The district is expecting to have two teachers and two support staff retire each year plus the benefits \$122,010; the district will also reduce purchase services by \$5,500 each year for reduction in computer licenses and copier costs; the district will reduce supplies by \$22,000 each year by going to centralized purchasing warehouse for supplies for the district. Hilliard: \$152,525 each year total of \$762,625: the district will be reducing two staff members each year plus benefits. Bio-Med Science Academy: FY16-FY18 \$55,000 per year and FY19-FY20 \$30,000 per year for a total of \$225,000: Purchase services will be reduced by \$9,200 per year for decreases in professional development costs and \$800 in copier costs; Equipment will be reduced by \$20,000 per year. ESC of Central Ohio: There will not be any cost reductions that the ESC can establish for the grant or other programs as they are expecting to keep expanding throughout the life of the grant. Global Impact STEM Academy: There will not be any cost reductions during this grant period. Metro Early College High School: FY16 and FY18 reduction of technology devices that are included in the grant for \$45,000 each year a total of \$90,000 reduction for grant. Dublin FY16-FY20 \$232,900 per year for a total of \$1,164,500: the district will be reducing five staff members each year plus benefits. Columbus FY16-FY17 \$8,900,610 for a total of \$44,503,050: the district will be saving the cost of staff and building utilities for the closing of 4 buildings. Kenston total of \$99,686: FY16 \$18,842 for .25 staff salary and benefits and supplies; FY17 \$19,343 for .25 staff salary and benefits and supplies; FY18 \$19,904 for .25 staff salary and benefits and supplies; FY19 \$20,491 for .25 staff salary and benefits and supplies; FY19 \$21,106 for .25 staff salary and benefits and supplies. Perkins FY16-FY20 \$80,000 per year total of \$400,000: Supply reduction for textbooks that will no longer be purchased with the grant program. All districts will be reducing the dual enrollment/PSEO costs that they are currently incurring in FY16-FY18 for a cost of \$32,400 per year total \$97,200 per district.

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.

College Ready Ohio is designed to be self-sustaining throughout the life of the grant and beyond. All professional development will be delivered and facilitated by the Ohio State University and the Ohio STEM Learning Network during the grant and sustaining years. The professional development will build capacity among teachers and school administrators, so that they may become facilitators, coaches and leaders of professional development in their buildings well after the grant period has ended. All contracted services will be delivered over the life of the grant and sustaining years. The high school level digital content and courses materials that are developed by Ohio teachers and OSU faculty will be available at no charge indefinitely. As these digital resources are adopted by teachers throughout the participating districts and throughout Ohio, they will provide a model for reducing dependency on printed materials and will promote sustainability via digital delivery. All students in consortium schools who are eligible to earn college credit in HS will have access to these newly developed digital college courses at no charge through 2018 resulting in an estimated \$600,000 in tuition savings for school districts and families. Once the professional development and follow-up trainings are conducted with capacity-building among educators and school administrators as the key objective, the need for ongoing professional development and supports will be diminished as educators implement within their buildings. Through OSLN's Leadership in the Digital Age Institute, school leaders will develop new skills and understandings that will allow them to re-design 20th century high schools into 21st century learning environments. Conceptually, the demand for centralized trainings and professional development will only be needed in the earlier phases of the project, utilizing the grant funds. Once these initial educators are seen as the "experts in-residences" within their own districts and buildings, a majority of the project costs will be eliminated. Innovation Center and K12 Innovate Conference will be sustained by The Ohio State University as part of their overall mission to provide cutting edge instructional strategies for educators in the digital age. Overall, by investing \$13,523,301, as the consortium builds and scales this shared service network which has no sustaining costs through 2020, 10 school districts will reduce costs by \$50,906,716.

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 7/1/2014-9/30/2014

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

Rubric 7: Communicate, administer, manage project: Weekly Project Leadership Meetings to share decision making: Identify lead instructors in each HS (building leaders involved already), develop digital pedagogy PD curriculum, design online portal, develop predictive analytic backend to assess site impact/success, identify OSU general education courses that best fit College Credit Plus needs, convene partnering districts/OSU leadership to solidify OSU College Credit Plus parameters. Rubric 9: Communicate, coordinate project: ESCCO: contract with OSU for project management, oversight and evaluation. OSU: coordinate Project Leadership Team; share information with Consortium Superintendents and Chief Administrative Officers; Project Director - liaison among districts, partners/vendors and ODE; Project Manager - coordinate curriculum design & pilot; create Project Communication plan including significant engagement with families, community and media outlets. Districts: communicate with educational personnel, Board, students and families; recruit staff to participate in curriculum design, pilot and related project activities; inform students/families through meetings, newsletters, social media and conversation at building events; create building team for redesign planning. OSLN: communicate/support districts in planning activities. GCESC: communicate/support NE Ohio activities and connect to larger project team Planning Milestones: July: Communicate grant with stakeholders/media, review/revise budget and scope of work. August: ESC Board approve grant/contracts; draft communication plans; finalize

timeline; schedule PD and planning sessions; finalize communication plans for implementation; refine tech purchase plans; bids/board approval/contract for facility & furniture enhancements; finalize technical assistance, project evaluation processes. Sept: create & communicate planning/implementation schedule with principals/teachers; initial training travel arrangements

* Anticipated barriers to successful completion of the planning phase

Barrier: The primary barrier during the planning phase is the accelerated project timeline. In order to prepare teachers and school communities for increased digital pedagogy and mobile learning in FY15, we will need to begin implementation almost immediately after the planning phase begins. Solution: To address this we have done two things 1) we have targeted the school-wide technology implementations for January 2015, to allow 6 months for content and web portal development, as well as training for catalyst teachers and district leaders, and 2) we have begun to pilot digital general education content development now. If awarded, we will quickly identify participating teachers, hire staff, design evaluation, and identify additional OSU faculty content developers. Barrier: ESCCO capacity to plan/implement and scale project on its own. Solution: ESCCO is partnering with OSU, GCESC and OSLN to coordinate the diverse programmatic and technical aspects of the project. This will allow ESCCO staff to focus on overall management and support of the project by working closely with central Ohio districts.

18. Implementation - Process to achieve project goals

* Date Range August 2014-June 2015

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

Ongoing: Project Leadership Team meetings, communication with schools, data collection 8/2014-10/2014: Coordination: Create PR plan, outreach, & social media campaign; advertise new staff positions; identify digital content priorities for partnering districts; revise existing digital pedagogy PD to align with College Ready Ohio needs; issue call for additional Ohio State faculty content experts; identify participating teachers (buildings have already been selected); identify research team to explore successful district best practices; research team site visits/data gathering; horizon scan to assess open education resources for textbooks; launch 10 OSU online general education courses; create/distribute video stories to demonstrate need; ischoolinitiative.org launches digital culture program in schools Training: Teacher PD (mobile technology culture & digital pedagogy kick off); Leadership in Digital Age Institute for leaders; research trip 1 Infrastructure: Design, remodel Innovation Center; tech infrastructure assessment at schools; develop College Ready Ohio portal; technology purchases 11/2014-2/2015 Coordination: create/distribute video stories to share progress; 10 new Ohio State Online general education courses; community meetings regarding 1:1 technology in schools; begin dual credit pilot Training: Teacher & Leader Professional Development; Round 1 HS digital content created; research trip 2 Infrastructure: College Ready Ohio Portal live; technology delivered to schools/students; Innovation Center complete 3/2015 - 6/2015 Coordination: create/distribute video stories to document change; 10 additional Ohio State Online general education courses ready Training: Develop and deliver Teacher & Leader Professional Development track at OSU's annual Innovate Conference on Teaching with Technology; Reimagining Education Community Conference featuring Sir Ken Robinson; Teacher/Administrators/Partner Teams attend ISTE Conference

* Anticipated barriers to successful completion of the implementation phase.

Barriers: Culture shift for lead teachers toward digital content production. Solution: Ohio State's digital content development program, called Digital First, is a nationally recognized model for this work. We will build upon this successful model for training and content production that can be easily applied in this context. We will communicate closely with OSU partners and will then communicate our progress to the world through blogging, websites and social media. We are committed to telling the story of our successes and challenges as the project develops. Barriers: Leadership capacity to adapt to digital environment and its impacts on school systems. Solution: OSLN Leadership for Digital Age Institute will facilitate leadership change; each building will be able to access \$15K grants as seed money to begin their change efforts once they submit their plans for system re-design. Institute will include visits to Ohio schools that have successfully adapted to this model.

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

* Date Range 8/1/2014-9/30/2015

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

8/2014-11/2014 Planning: establish project evaluation/assessment metrics Baseline: gather/verify baseline data for ACT participation/achievement and % of students graduating with 3+ college credits in participating HS; reiterate core concepts from plan into evaluation including mobile technology integration, access to OSU course materials, access to professional development materials, and student engagement metrics. Pre-implementation: finalize all evaluation assessment mechanisms, data analysis tools, and secure data storage processes; submit umbrella IRB approval at OSU for research; communicate assessment metrics to participating schools. 12/2014-6/2015 Implementation: Deliver, gather, assess and interpret initial implementation data for modification of project to ensure long term success. 8/2015-6/2020 Ongoing: initiate yearly student achievement evaluation of ACT participation/composite scoring, and % of HS students graduating with 3+ college credits; initiate yearly evaluation of core components of grant project including mobile technology integration, level of access of OSU course materials, level of access to professional development materials, and student engagement metrics; interpret data and develop scholarly articles, reports, and presentations for potential publication in journals and at conferences. 6/2015-9/2015 Finalize data reporting upon release of Local Report Cards. Submit ODE final evaluation by 9/30/2015

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

Barriers: Short time span for creating thorough evaluation plan and obtaining IRB approval for research. Solution: Working directly with Dr. Kui Xie and evaluation & research experts in OSU's College of Education & Human Ecology. Dr. Xie's experience creating, implementing and publishing research about online student engagement and success is critical to our research approach. Barriers: Collection of Data points for accurate measures Solution: Prior to 2014 Report Card, data is not housed in format that is easily accessible and it has not been tracked by districts in similar ways. Baseline data will be established in 2014 and then monitored using annual report cards in the future.

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:

Providing digital learning tools and resources to students and teachers in participating schools will be the catalyst for change within the school's instructional framework. Shifting learning to a more personalized method via technology will allow for more immediate and nimble instructional delivery based primarily on needs of individual students. Developing and fostering a culture of digital learning will lead this change. Instructional content created by OSU and distributed to College Ready Ohio schools will act as the initial step and model for this change. This project provides the opportunity for teachers to work directly with OSU faculty and staff on pedagogical strategies around digital learning. OSU faculty created content will be a model for teachers to create and organize their own content. All digital content created through this project by OSU faculty and partnering teachers will be available through a professionally designed College Ready Ohio web portal available to participating districts in year one and to all districts across Ohio starting in year two. This includes digital pedagogy professional development modules (behind password authentication) for teachers, digital learning modules for students, and College Credit Plus opportunities for those students who are prepared for college level coursework. Students and teachers will easily access digital materials to supplement classroom learning. Teachers will be able to analyze high quality digital content, create high quality digital content and access content created by others who have similar skill sets. This will encourage greater use of these tools and increased sharing of resources throughout schools. OSLN and the ESC's will disseminate these resources within their networks and provide training to support teachers using the new resources, further deepen access to these tools - and improving instructional practices of teacher across the state. Innovation Center and K12 Innovate Conference will provide project teachers and teachers throughout Ohio ongoing PD to ensure they always have access to cutting edge instructional strategies for digital age. A greater number of students in College Ready Ohio districts will be able to access College Credit Plus courses from OSU. Students who are academically ready and qualify will be able to take credit bearing courses from OSU. These instructional changes will be broad and have immediate, as well as lasting, effects on the teaching and learning of those teachers and students directly involved. This plan provides a scalable and sustainable solution for providing relevant, rigorous, and viable instruction to students. As more students take college coursework, schools will adjust staffing models accordingly. The College Ready Ohio project will also result in organizational changes based on the instructional changes implemented. Moving to a more paperless environment within schools will directly impact organizational workflows. Professional development around the utilization of technology will also be offered to administrative staff in order to foster a digital first mentality throughout the entire organization that will help drive the movement toward a greener, paperless environment within the school system. The greatest organizational benefit to the project will come as a result of the Leadership in the Digital Age Institute led by Ohio STEM Learning Network. Leaders are required to participate in this community of practice. OSLN will work deeply with principals and central office administrators to re-design systems so high schools encourage and support use of digital content to personalize learning. Oftentimes, leaders expect this type of instruction but do not have operational systems and policies aligned to support this work occurring. Each school will turn in a re-system redesign plan and then over the next 5 years, OSLN consultants will work with leaders to implement the plan.

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

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

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

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

Please enter your response below.

Both research and past successes indicate that the College Ready Ohio project will have significant impact on student achievement. Digital technologies have grown exponentially in the past decade. Yet our education system still struggles to leverage technology in the creation of relevant digital learning materials that prepare students for success not just in high school, but in college as well. Research in fields such as educational psychology, learning sciences, and educational technology provides scientific evidence that digital learning, when designed to reflect how people learn (Bradsford et al., 2006), not only extends learning opportunities beyond traditional classrooms, but also improves students' interest, engagement, and motivation toward learning activities (Collins & Haverson, 2009; Xie, 2013). These digital learning activities can significantly impact students' learning and success (NSF, 2008). The implementation of digital learning requires high-quality instructional design and digital content, well-supported teachers' PD, advanced learning support systems and infrastructure, as well as the investment of high level district and building leaders to ensure lasting transformation of the instructional environment. OSU's investment in learning technology has shown significant impact on student achievement. In an Animal Sciences pilot, more than 90% of students agreed that technology helped them understand and connect with course content, and indicated that instructional technology made the materials and activities more interesting. In a Statistics pilot, 96% of students reported increased interest, 95% reported increased understanding of course concepts, and 94% preferred courses that used technology in the classroom. OSU's successes also indicate that the College Ready Ohio Project will result in short-term and long-term spending reduction. Schools that invest in new technology for students see immediate reductions in paper, copying, and printing costs. Long term, staffing models can change further reducing instructional costs. This cost reduction creates a sustainable model for long-term implementation of technology. Since 2012, OSU's Digital First Initiative has brought significant spending reduction to OSU. An Interactive Digital Textbook authored by the OSU Theatre Department was deployed to 858 students at \$24.99. The paperback version of a comparable text costs \$123.99. This textbook alone saved students 80% off the traditional textbook cost, resulting in \$84,900 in savings in one semester. The First Opportunity Technology Purchase Program brought \$100,000 in savings to students during the first year of the initiative. Built upon the same financial framework, the proposed College Ready Ohio Project will bring significant economic benefit to districts across the state. Third, research and past success indicate College Ready Ohio will direct a greater share of

resources to classrooms. The new generation of participatory computing architectures significantly extends resource sharing within and outside of educational systems. New technologies (cloud computing, massive open online courses (MOOCs), mobile computing) create opportunities for educational resources to be more open, sharable, and accessible. OSU expanded its wireless capacity to 3 connections per seat; offered 100+ faculty technology consultations; and supported 100 faculty in "boot camps" course re-design with digital technology. OSU's Digital First Initiative has already created more than 15 eBooks in use on and beyond campus, 50 public and 30 private iTunes U courses, more than 650,000 course subscriptions and over 3,100,000 downloads. We believe College Ready Ohio will bring even more exciting opportunities to Ohio, and to learners around the world.

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.

Kui Xie, Ph.D. Assistant Professor of Learning Technologies Department of Educational Studies College of Education and Human Ecology
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* 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).

Formative: Our formative evaluation focuses on the collection and analysis of data to pinpoint specific errors and areas of improvement to ensure effectiveness and efficiency of the project. Evaluations will be embedded in all components including digital content creation, College Credit Plus, professional development, and online digital content portal. Our team will utilize instructional design research techniques including one-to-one trials, small-group evaluation, and field trials. Data sources include student and teacher surveys and interviews, key stakeholder surveys and interviews, on-site observations, expert reviews, project management status reports and progress reports. Technology-based assessment using data analytics will be tracked in the online learning portal and data will be used to diagnose students' engagement, motivation, and performance, to improve learning. Summative: Our summative assessment will determine project success in terms of student achievement, spending reduction, and classroom resources. In order to assess short- and long-term impact, the summative evaluation will collect evaluation data in a five-year period. Student Achievement Data: students' engagement and motivation, digital culture in schools, sharing best practices/pedagogy, online learning, learning outcomes (e.g., % of students earning college credits, ACT scores), principal involvement, parent and community engagement, school report card and standards from high performing school (e.g., increase student utilization of PSEO). Cost Reduction: expenditure data from schools on purchased classroom resources and cost related to staffing. Resource Sharing: resource investment amount and percentage directly to classrooms, hardware and software resources in classrooms, digital content accessible in classrooms, and digital learning support accessible in classrooms. Shared Services: survey data to assess the degree to which digital learning increases the shared services among districts.

* 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.

Our Evaluation Team will form an advisory committee to establish a monitoring system in order to collect evaluation data, track project progress, and ensure the quality of project design and implementation. This advisory committee will consist of the project leadership team and five consulting experts in various domains, including educational measurement and evaluation, e-learning assessment, Quality Matters, financial analysis and management, and an IT expert. The advisory committee will analyze evaluation data and recommend improvements to the project leadership team. In addition, the leadership team will meet monthly to review progress and status of the project, and conduct analyses to determine if revisions are needed. The Project Leadership Team will then use the recommendations to continually improve process and outcomes of the project. ESCCO will at least semi-annually review cost reduction data to ensure districts are meeting their reduction goals and provide technical assistance to support districts in their efforts.

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.

College Ready Ohio provides an opportunity to create a lasting shift to digital learning in consortium school districts. By implementing and utilizing state of the art learning tools, this project provides a template for creating a digital learning environment within high schools that is engaging and energizing for students and teachers. Faculty and staff from OSU, OSLN, ESCCO, and GCESC will work closely with teachers, staff, administrators, and students to develop curriculum, digital learning modules, and a collaborative and creative culture around teaching and learning. Over time this project will act as a model for other schools throughout Ohio. Thoughtful planning and implementation through thorough professional development will provide a framework for student achievement that will be continually assessed and evaluated, so that it can be refined and improved through the project life. The launch of a statewide online learning portal, hosted on OSLN's website, to organize and distribute free, open and engaging digital pedagogy PD for teachers and digital content for the enhancement of HS courses and (for students who qualify for participation) College Credit Plus opportunities. This portal will be designed with robust back-end data analytics capabilities to allow for the collection and interpretation of learning data and impact. OSU will assess and evaluate the experience and data collected throughout the project for the purposes of project improvement and will provide the results for publication in academic journals and for presentation at national education conferences in an effort to share an innovative and sustainable plan for developing students who are truly ready for success in college. These students will have the skills and foundational knowledge to excel in higher education, careers, and as upstanding and contributing citizens in a digital world. After this grant period has ended, consortium schools will have a reinvented approach to curriculum design, creation, organization, and delivery that meets the needs of every student by personalizing the learning experience. Partnering with OSU, OSLN, ESCCO, and GCESC shows the commitment to excellence and to the development of every child's success. This project will act as the catalyst for revitalizing, rebranding, and reimagining what learning is for the students. The goals of College Ready Ohio are to increase student achievement through an engaged digital learning environment and College Credit Plus opportunities; reduce spending

via digital content delivery that cuts the costs associated with paper, printing, and copying, as well as creating a sustainable professional development model; provide an increased share of resources going to the classroom in the form of digital curriculum and educational technology tools; and creating a shared service model for professional development and College Credit Plus opportunities. Student achievement will be measured by increasing participation in ACT testing, achieving a composite mean ACT score or higher than the composite mean ACT score for Ohio, and increasing the percentage of students graduating with 3 or more college credits. Reduction in spending will be measured by capturing the cost savings from various cuts in transitioning to digital learning resources, creating a self-sustaining professional development model, district and school level reductions, and cost savings associated with College Credit Plus opportunities from OSU. Consortium districts will quantify an increase in the share of resources being directed towards the classroom by showing pre-plan spending and allocations of resources, and will demonstrate each high school's comparison between pre-implementation and post-plan spending and allocations. The shared services goal will be quantified through professional development hours and College Credit Plus courses accessed by students.

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**

Project Outcome 1: Consortium High schools will re-design systems, better preparing students to demonstrate college readiness skills as measured by Ohio's new Prepared for Success Benchmarks, while decreasing operating costs. Short Term Benchmarks 6/2015: 100% of consortium HS will re-design systems to expand ACT testing opportunities and improve ACT composite scores. 6/2015: 100% of consortium HS will re-design systems to decrease college remediation. 6/2015: 18% of consortium students will earn at least 3 college credits during FY15. Long Term Benchmarks 6/2020: 25% increase in ACT participation and all participating districts will have mean composite score equal to or greater than Ohio mean composite ACT score. 6/2020: 20% decrease in number of graduates who enroll in 1 or more remediation course in college. 6/2020: 30% of consortium students earn at least 3 college credits before HS graduation.

*** Spending Reduction in the five-year fiscal forecast**

Project Outcome 2: Consortium will reduce instructional costs by \$50,906,716 allowing project to be sustained beyond grant period. Benchmark: By June 30, 2016, instructional costs will decrease from \$1,259,862,937 (FY14) to \$1,249,529,089. Short Term reductions: During FY16 consortium anticipates following cost reductions - Personnel costs will reduce from \$659,927,990 in FY14 to \$654,414,999 in FY16 - Fringe benefit will reduce from \$259,898,070 in FY14 to \$256,074,770 in FY16 - Purchased service cost will reduce from \$239,622,436 in FY14 to \$238,806,379 in FY16 - Supply costs will reduce from \$33,531,545 in FY14 to \$33,421,545 in FY16 - Capital outlay will reduce from \$3,938,506 in FY14 to \$3,867,506 in FY16 - Other areas will reduce from \$62,944,390 in FY14 to \$62,943,890 in FY20. By June 30, 2020, instructional costs will decrease from \$1,259,862,937 (FY14) to \$1,249,890,825. Long Term reductions: During FY20 consortium anticipates following cost reductions - Personnel costs will reduce from \$659,927,990 in FY14 to \$654,414,380 in FY20 - Fringe benefit will reduce from \$259,898,070 in FY14 to \$256,073,125 in FY20 - Purchased service cost will reduce from \$239,622,436 in FY14 to \$239,130,379 in FY20 - Supply costs will reduce from \$33,531,545 in FY14 to \$33,416,545 in FY20 - Capital outlay will reduce from \$3,938,506 in FY14 to \$3,912,506 in FY20 - Other areas will reduce from \$62,944,390 in FY14 to \$62,943,890 in FY20.

*** Utilization of a greater share of resources in the classroom**

Project Outcome 3: Consortium schools will build library of high quality, open source digital learning materials which build college readiness skills and can be used in stand-alone high school courses. Short Term Benchmark 6/2015: Consortium schools will have access to over 75 high quality/open source digital learning modules which will be freely accessible to educators throughout Ohio. Long Term Benchmark 6/2020: Consortium schools will have access to over 300 high quality/open source digital learning modules which will be freely accessible to educators throughout Ohio.

*** Implementation of a shared services delivery model**

Project Outcome 4: ESC of Central Ohio and Geauga Co ESC, and the Ohio STEM Learning Network will design and pilot a statewide network to redesign systems to support and expand digital learning in member high schools and expand/distribute teacher created digital content as well as digital College Credit Plus opportunities offered by The Ohio State University. Short Term Benchmark 6/2015: College Ready Ohio partners and districts will co-design a business model for digital College Credit Plus that will be mutually beneficial to all parties. 6/2015: ESC of Central Ohio and Geauga Co ESC will design statewide network with support of the Ohio STEM Learning Network. 5/2015: 100% of consortium schools/districts will create system re-design plan as a result of their participation in OSLN's Leadership in the Digital Age Institute. Long Term 6/2020: College Ready Ohio business model is fully in place and meets identified needs of districts and universities. 6/2020: Statewide network to support/increase access to digital College Credit Plus coursework is fully implemented and benefiting partner organizations. 5/2020: 100% of consortium schools/districts have fully implemented or on a path to soon fully implement their system re-design plan as a result of their participation in OSLN's Leadership in the Digital Age Institute.

*** Other Anticipated Outcomes**

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

Yes

No

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

innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

*** Explain your response**

College Ready Ohio is a partnership that will reach 10 districts across Ohio starting in year one implementation. The project is designed to be scalable with a significant amount of project resources going towards online, free and open digital materials that will be available to teachers and students from 10 districts across Ohio and, starting in year two of the project, to any teachers across the state who are interested in using the free and open resources available on the College Ready Ohio portal. The project was designed with the capacity to be expanded to additional districts, bringing broad impact to the entire Ohio education system. First, the conceptual framework was built upon research in K12 schools. It has captured the major characteristics of K12 school systems, therefore, the same framework will apply to all the school districts and will bring similar impact. Secondly, most of the deliverables of College Ready Ohio are open source resources that can be shared across districts. For example, the high-quality General Education (GE) course content will be accessible to other school districts across the state. The expansion of the Innovation Center at OSU will continue to support professional development not only for partner districts but for all Ohio school districts. In addition, the evaluation and research findings of this proposed project will inform better design, development, and implementation of the framework in future collaboration across the state. This project initially focuses on the upper high school level courses, but can be scaled to additional courses at any level of the organization. By providing professional development to HS teachers, staff, and administrators, this project is creating an atmosphere of digital first learning. In subsequent years, the same professional development around digital learning can be delivered at any level, so that teachers from across academic levels, districts, and disciplines can begin to learn how to leverage digital resources, create their own digital content, and organize their materials in a functional method to meet the needs of all students. Ultimately, it is our hope that these partner educators will serve as mentors for their colleagues to further spread to role of digital learning throughout our partner districts and the state of Ohio. Ohio State currently hosts more than 50 free iTunes U courses. Those with content that aligns with high school student readiness will be part of a searchable database of digital content through the College Ready online web portal. With an open access front door, this portal will allow all schools, teachers and students in Ohio to search and learn from available digital content. Teachers, parents and community members will be able to access digital pedagogy tools, including recommendations and best practices for collaborative tools and interactive teaching and learning through mobile technology in the classroom. College Credit Plus courses, after year two of grant implementation will be available to students across Ohio who meet the eligibility standards for participation. The digital general education content created by OSU faculty will be made available as digital resources to schools and districts across the state, and can be used as a model for curricular and pedagogical change nationally. The implementation of this project across the state will yield significant increases in student achievement and reductions in cost and will utilize greater resources in classrooms across Ohio.

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, 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). Tom Goodney Tom Reed on behalf of ESCCO and all consortium members

Consortium

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

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Partnerships

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Liv	Gjestvang	614-247-6457	gjestvang.1@osu.edu	The Ohio State University, Learning Technology		224 Mount Hall, 1050 Carmack Rd., , Columbus, OH, 43210	
Kui	Xie	614-292-4438	xie.359@osu.edu	The Ohio State University, College of Education and Human Ecology		310K Ramseyer Hall, 29 West Woodruff Avenue, , Columbus, OH, 43210	
Aimee	Kennedy	614.859.6433	kennedya@battelle.org	BattelleEd/Ohio STEM Learning Network		505 King Ave, , Columbus, OH, 43201	

Implementation Team

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Tom	Reed	Grant Manager, ESCCO Executive Director	Dr. Reed will be in charge of project oversight. He will work closely with OSU Lead Team to ensure all project outcomes are completed on time and within budget. Dr. Reed will meet regularly with OSU Lead Team to review progress, address barriers and support them in ensuring project success. Dr. Reed will participate in Project Leadership Team meetings and assist central Ohio districts as they work through project. Dr. Reed will ensure all districts and partners adhere to Assurances.	The Educational Service Center of Central Ohio (ESC) has a long, successful history designing, deploying, and monitoring district-specific innovations, Race to the Top initiatives, and both online and face-to-face professional development. The ESC team is led by Dr. Thomas G. Reed, Executive Director, who will serve as the ESC's primary support for the project.	Dr. Reed has served at the ESC for eight years first as the director of the Regional School Improvement Team (RSIT) and then as director of the State Support Team, Region 11 (SST 11) assuming his current role. Dr. Reed's leadership experiences include superintendent and high school principal and he has taught educational leadership courses at both Ohio Dominican University and The Ohio State University.	
Liv	Gjestvang	OSU Project Director) Director of Learning Technology, The Ohio State University	Liv Gjestvang will lead Ohio State's design and implementation team for College Ready Ohio. She will support communication among all consortium partners, will guide the development of the online portal to house College Ready Ohio digital materials including teacher PD, supplementary digital course content and College Credit Plus opportunities, with a focus on back-end predictive analytics development. She will provide high level oversight of digital general education content generation at Ohio State and will coordinate the involvement of all 10 participating districts in the development of Ohio State's College Credit Plus programs. She will also lead the statewide documentation and communication about the project's goals and successes through digital media production. Gjestvang will lead sustainability initiatives for	Liv Gjestvang joined Ohio State's Learning Technology team in 2007 and became Director of Learning Technology in 2012. Most recently, she served as the Interim Associate Vice President for the Office of Distance Education and Learning starting in July 2013. Ms. Gjestvang leads Ohio State's Digital First initiative, recognized nationally for the development of digital content to transform teaching and learning in higher education. She currently oversees Ohio State's iTunes U initiative, along with the Digital Bookstore, the development and piloting of low-cost digital texts, U.OSU.EDU, a campus-wide professional blogging platform with more than 3,000 users, as well as three (soon to be five) Digital Unions, high end multimedia production labs at Ohio State. Her team produces "Innovate" an annual national conference on exemplary Teaching and Learning with Technology. She oversees a budget of	Liv Gjestvang was a co-founder of Ohio State's Digital Storytelling Program, designed to share the academic work of the University with a broad public audience through digital media/content creation. This program became a national model for the use of digital media to build greater public understanding of the research and teaching missions in higher education. For more than a decade, Liv has taught student and teacher professional development courses on storytelling and digital media through the Wexner Center for the Arts. Prior to coming to Ohio State, she worked with youth and community media at a PBS affiliate in New York and has taught young filmmakers at the Sundance Film Festival, Taos Talking Pictures and throughout Ohio. She is the Founder and Director of Youth Video Outreach, a community project that brought together 9 students and a host of local artists to produce the acclaimed documentary, 20 Straws: Growing Up Gay. This project received major funding through the Ohio Arts Council and the Legacy Fund of Central Ohio and has been screened at	

			Innovation Center and K12 Innovate Conference.	1.8 million dollars annually.	schools, universities and human rights conferences in the United States, Canada, Europe and South America. Gjestvang has presented her work with youth, social justice, and multimedia education at national and statewide conferences including the Ohio Digital Commons for Education, the Educause Learning Initiative, and the National Alliance for Media Arts and Culture. Her work with Youth Video Outreach was one of ten featured projects internationally at the New Media Consortium in 2007. She is the recipient of Ohio State's 2014 Distinguished Staff Award, for outstanding leadership and accomplishments in service to the university
David	Burns	(BattelleEd/BSIN Project Director), Director of Battelle STEM Innovation Networks (BSIN)	(BattelleEd/BSIN Project Director), David L. Burns, Director of Battelle STEM Innovation Networks (BSIN) Responsibilities: Burns will supervise and oversee all BattelleEd/OSLN supports and activities related to enhancing the educational experience and opportunities for students attending consortium schools. Burns will leverage his experience in school design, education reform and spreading innovative school models, to improve consortium capacity to disseminate and replicate the described project via the BSIN.	David Burns is currently Director of Battelle STEM Innovation Networks and an officer of BattelleEd, which manages a portfolio of STEM networks including the 20-state STEMx network, the Tennessee STEM Innovation Network (TSIN) and the Ohio STEM Learning Network (OSLN). Burns brings private and public sector knowledge and experience to his position at BattelleEd/BSIN. Before entering the education arena, Burns spent 15 years in the hospitality business, developing multi-million dollar restaurant designs and executing a wide variety of business plans. Prior to that, he worked with the Disney Corporation, specifically on the EPCOT (Experimental Community of Tomorrow) project. For 3 years prior to joining Battelle, David Burns was Executive Director of the Office of Workforce Development and Secondary Education at the Ohio Department of Education, comprised primarily of the offices of Career-Technical Education and Middle and High School Transformation Initiatives. His work while leading this office included state policy efforts that	: As Chief of Staff of Cincinnati Public Schools, David Burns was instrumental in the district's high school restructuring project that resulted in a dramatic increase in the state's third largest urban district. Since joining OSLN/BattelleEd in 2008, Burns has been primarily focused on the start-up and sustainability of ten statewide STEM schools in Ohio, ensuring creativity and innovation in school design, and connecting those schools through a state STEM network design. The success with Ohio STEM Learning Network (OSLN) led the State of Tennessee to ask Burns to aid them in starting their own state STEM network of schools. Essentially, David Burns supported Tennessee in replicating the OSLN, taking the lessons learned from Ohio and creating the Tennessee STEM Innovation Network (TSIN). Through the TSIN he has facilitated the start-up and launch of another ten STEM schools, in Tennessee. By leading the charge in Ohio and Tennessee, David Burns has been influential in the creation of the 20-state STEMx network of state-based STEM networks focused on supporting STEM innovation in classrooms in states like North Carolina, New York, Texas, and Washington.

				<p>pioneered credit flexibility,STEM schools, STEM networks and stackable certificates. David Burns is Abd in Educational Leadership from University of Kentucky and has a Masters' Degree in English Language and Literature.</p>	
Michael	Hofherr	<p>(OSU Project Senior Officer) CIO and Vice President for Distance Education and eLearning</p>	<p>(OSU Project Senior Officer) Michael Hofherr, CIO and Vice President for Distance Education and eLearning ROLE: Mr. Hofherr will provide leadership and vision for Ohio State's participation in the College Ready Ohio project. He will serve as the liaison between the project implementation team and the President and Provost of The Ohio State University. Mr. Hofherr will also provide strategic oversight to the development of OSU's College Credit Plus opportunities, as well as visionary design leadership around the mobile technology components of College Ready Ohio.</p>	<p>Michael Hofherr joined Ohio State in 2011 and was named Ohio State's Chief Information Officer and Vice President for Distance Education and eLearning in March of 2014. As CIO, he oversees enterprise services for Applications, Data Warehousing, Infrastructure, Architecture, and Security. As Vice President, Hofherr oversees all forms of distance education and eLearning at Ohio State, including degree offerings, credit courses, non-credit certificates, iTunes U offerings, and hybrid as well as pure distance programming. He is also responsible for supporting the delivery of classroom technology and eLearning efforts.</p>	<p>Prior to his current roles, Hofherr served for nearly two years as the senior director for learning technology in the Office of the Chief Information Officer, where he helped transform the educational technologies offerings on campus. He spearheaded the Digital First initiative, expanded the Impact Grants program, and led a classroom technology transformation that resulted in more than \$2 million in savings while improving services. As Senior Director for Learning Technology, Hofherr also oversaw Carmen, the University's learning management platform, and the Digital Union. Hofherr came to Ohio State in 2011 from Penn State, bringing an extensive background in managing and leading all aspects of learning technology projects. Earlier, he had served as a training consultant for Arthur Andersen. Hofherr holds a BS in communications media from Indiana University of Pennsylvania and an MS in instructional systems from Pennsylvania State University.</p>
Mindy	Wright	<p>(Ohio State K12 Partnership Coordinator) Assistant Provost, Office of Academic Affairs and Undergraduate Education, The Ohio State University</p>	<p>(Ohio State K12 Partnership Coordinator) Mindy Wright, Assistant Provost, Office of Academic Affairs and Undergraduate Education, The Ohio State University Responsibilities: Dr. Mindy Wright will support College Ready Ohio implementation through facilitating and developing innovative College Credit Plus (CC+) partnerships among college faculty and high school teachers and administrators, partnerships that bring together the assets of all parties. She will connect best practices developed through College Ready</p>	<p>Mindy Wright, Ph.D. is assistant provost, The Ohio State University, Office of Academic Affairs and Undergraduate Education. In that role, she provides informational and organizational support and leadership to foster strategic relationships with external stakeholders for academic programs that provide mutual value for both the external partner and OSU undergraduate students. In the area of CC+ partnerships, she chairs the Council on Academic Affairs' Dual Enrollment Committee that monitors partnerships and makes recommendations for policies to enable those</p>	<p>Wright has worked with the Metro Early College High School, a national model for innovative education, since its planning year, 2005. She first served on the Humanities planning team, helping identify target courses for Metro students' entrance into college coursework and backmapping curriculum. She served on the MHS Partnership Board 2007-10, helping craft policies around the evolving practices of this research and development school. She facilitates the design of Metro Early College Learning Centers, year-long interdisciplinary, project-based integrations of high school and college coursework focused around real world projects. To date, Metro and Ohio State have</p>

			Ohio to larger discussions and policies across Ohio State's campuses and statewide.	partnerships. She facilitates high school-college CC+ partnerships across the state, including Metro Early College STEM High School Early College Learning Centers with a range of Ohio State departments and Avon Lake City Schools and Ohio State's Foreign Language Center. She served on an IUC ad hoc committee to develop recommendations for OBOR CC+ policies and participates in other statewide discussions through the Ohio Alliance of Dual Enrollment Partnerships. She led the 2014 OSU proposal for OBOR Early College Access. In addition, she serves as proposal and project manager for Job Ready Ohio: a \$1.6 million, 3-year Ohio Board of Regents-funded Ohio Means Internships and Co-Ops program that is a collaboration among Ohio State, North Central State College, Columbus State Community College and ~50 Ohio employers. She began her work at Ohio State in the Department of English where she directed a first-year writing program, developed curriculum, trained teachers, conducted programmatic research and assessment, and taught undergraduate and graduate courses. She collaborated with high school teachers through OBOR's EECAP program to help prepare high school students for college writing expectations.	co-designed six ECLC's: Bodies (biomedical project with OSU Biology), Allied Bodies (allied health project with OSU Biology), Design (robotics project with OSU Engineering/Mathematics), Growth (food systems project with OSU Horticulture and Crop Science), Energy (energy policy project with OSU Environmental Science and Natural Resources), and Digital (design of digital media with OSU English). She chairs the Metro-OSU STEM Policies Committee which monitors early college processes, reviews student success data, identifies procedures and policies that may act as barriers to Metro student progress and makes recommendations for change. She also works with OSU's Foreign Language Center, the Departments of Japanese and Portuguese, Lorain County Community College, and Avon Lake City Schools to develop and possibly expand CC+ online opportunities in foreign languages. All of this work informs broader understandings of how academic and non-cognitive factors play roles in college readiness skills.	
Cory	Tressler	(OSU Project Lead) Learning Technology Manager, The Ohio State University	(OSU Project Lead) Cory Tressler, Learning Technology Manager, The Ohio State University Responsibilities (for this grant project) Mr. Tressler will lead and oversee multiple aspects of OSU's participation in College Ready Ohio including, but not limited to, the following; coordination of OSU digital resource and online course creation, coordination of	Mr. Tressler has a Masters of Teaching from the University of South Carolina and is currently pursuing a PhD in Educational Technology from the College of Education & Human Ecology at The Ohio State University. He joined The Ohio State University Learning Technology team in 2012 to assist and facilitate online course design and eLearning professional	Since joining the Learning Technology team at OSU, Mr. Tressler has led the development of 40+ public iTunes U courses, developed a Digital First Impact Grant program for OSU Faculty, facilitated numerous eLearning faculty development workshops, and overseen the development of General Education online courses for OSU undergraduate students. While working in Beaufort County School District in South Carolina, Mr. Tressler	

			professional development for OSU and district faculty, communication with districts and participating teachers, partnership with professional team to develop an online College Ready Ohio portal with significant predictive analytic capabilities, development of OSU College Credit Plus online courses, and management of project staff.	development. He previously served as a classroom teacher, Technology Coach, Instructional Technology Coordinator, and Director of Virtual Learning in Beaufort County School District, a large public K12 school district in South Carolina.	created a Learning professional development plan for over 1500 teachers, spearheaded an award winning Virtual Summer School Program, implemented over 8000 mobile devices into middle & high school classrooms, revised district policy to allow for Bring Your Own Technology for students and teachers, revised Acceptable Use Policies for staff and students, managed a yearly budget of \$1.2 million dollars, and created a virtual high school program.	
Dr. Kui Xie		(Project Evaluation Lead) Assistant Professor, Department of Educational Studies, College of Education and Human Ecology, The Ohio State University	(Project Evaluation Lead) Dr. Kui Xie, Assistant Professor, Department of Educational Studies, College of Education and Human Ecology, The Ohio State University Responsibilities (for this grant project): Kui Xie will be responsible for conducting research and evaluation related to the proposed project. Specifically, he will oversee all evaluation components, coordinate IRB submission, assist in instrument design, monitor the data collection by various stakeholders, manage expert consults, manage the evaluation data, conduct statistical analysis, report the statistical results to the project manager, and lead the publication of results and conference presentation proposals for the project.	Kui Xie holds a Ph.D. in Instructional Psychology and Technology from University of Oklahoma and is currently an assistant professor in Learning Technologies in the Department of Educational Studies at The Ohio State University. Prior to joining in the faculty at OSU, he worked as an assistant professor at Mississippi State University, where he received his tenure and was promoted to associate professor in 2012. At Mississippi State University, he received the State Pride faculty award in 2010 and 2011 recognizing his outstanding contributions to academic and research initiatives. He has extensive teaching and research experience in areas related to e-learning and online education, instructional design, and technology integration for learning as well as students' engagement, motivation and human cognition. He also has knowledge and skills in instructional design, digital content evaluation, and project evaluation, which are closely related to this project. In addition to his academic experience, Dr. Xie also has work experience in industry as a multimedia specialist and as an instructional design consultant.	Dr. Kui Xie has successfully managed numerous funded research projects related to students' engagement and motivation in digital learning settings. Those projects utilized appropriate learning technologies and strategies in college courses and were grounded upon motivation and learning theories. Dr. Xie has published numerous papers in top peer-reviewed research journals and has presented regularly at national/international conferences. The driving question behind Dr. Xie's current research is how to design, develop and integrate innovative technology capable of promoting students' motivation and cognitive engagement in computer-supported collaborative learning (CSCL) activities to achieve a positive impact on human learning. By integrating advanced computing technologies (e.g., artificial intelligence, web 2.0 techniques, and etc.), he believes collaborative learning can be more pertinent and manageable in authentic teaching and learning practice.	
Suzanne Allen		(GCESC Project Liaison) Geauga Co ESC Assistant	(GCESC Project Liaison) Suzanne Allen, Geauga Co ESC Assistant Superintendent	Mrs. Allen has held the following positions in education: school psychologist, Special	Ms. Allen serves on the Board of the Greater Cleveland Educational Development Center. The Greater	

		<p>Superintendent</p>	<p>Responsibilities(for this grant project) Mrs. Allen will be incharge of project oversight for northeast Ohio districts. She will work closely with OSU Lead Team to ensure all project outcomes are completed on time and within budget. Mrs. Allen will meet regularly with OSU Lead Team to review progress, address barriers and support them in ensuring project success. Mrs. Allen will participate in Project Leadership Team meetings and assist northeastern Ohio districts as they work through project. Mrs. Allen will ensure her ESC and northeastern Ohio partner districts adhere to Assurances.</p>	<p>Education Director, Pupil Personnel Director, Curriculum Consultant, and currently Assistant Superintendent at the ESC. She has supervised a staff of teachers, school psychologists, guidance counselors and related service personnel. She has implemented K-12 Response to Intervention systems, formative and summative assessment systems and provided trainings in data driven decision making. As lead applicant in consortium grants addressing student achievement, she has lead districts to re-schedule daily classes to provide teachers collaboration time within the school day, three times per week, align assessments, content and instruction to state standards, and establish intervention assistance systems to address student academic and behavioral needs. Mrs. Allen is the director of Geauga County's P-16 Initiative and as such has worked to bring key stakeholders together to leverage resources focused on student success. This initiative has established good working relationships with local higher education institutions, businesses, chambers of commerce, governmental agencies and nonprofit entities. The P-16's Shared Services committee has resulted in 3 Local Government Innovation Fund Grant Awards, involving townships, police departments, school districts, County Engineer, Ohio Dept. of Transportation and County Commissioners. Mrs. Allen has written, submitted and managed several state and foundation grants: ODE - ACCESS, ODE - OISM, ODE/OBR High School Higher Education Alignment, Cleveland Foundation P-16 Grant, ODE-Alternative</p>	<p>Cleveland Educational Development Center (GCEDC) is a consortium of area school districts, educational agencies and the Cleveland State University College of Education and Human Services brought together to exchange ideas, discuss common concerns, and consolidate resources. This partnership strives to serve the needs of all members in the area of professional development. Currently the GCEDC serves 60 school districts and educational institutions. The GCEDC hosts timely and topical workshops, facilitates networks and provides personalized consultation for area educators. Ms. Allen is an OPES trainer and has worked closely with Lake Erie College's Teacher Prep Program, as class speaker on current topics and facilitator of student/K-12 teacher discussions (field experiences).</p>	
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Dustin	Pyles	(BattelleEd/OSLN Project Manager) OSLN Director of Operations	(BattelleEd/OSLN Project Manager) Dustin Pyles, OSLN Director of Operations Responsibilities: Dustin Pyles will support College Ready Ohio leadership in the implementation of projects. On a day-to-day basis, he will coordinate and manage professional development contracts on behalf of ESCCO and partners. Mr. Pyles will assist project leadership team and consortium members in expanding partnerships that will enhance and increase opportunities for students. He will ensure connectivity and collaborations with the Ohio STEM Learning Network (OSLN) schools, regional hubs and regional training center sites located throughout Ohio. Pyles will facilitate project team's participation in the larger state STEM networks as well as the multi-state STEMx network.	Challenge Grant. Dustin Pyles is the BattelleEd/Ohio STEM Learning Network Director of Operations. In this capacity he cultivates strategic STEM partnerships and collaborations throughout Ohio and nationally, ultimately enhancing STEM opportunities for students and educators. He manages operations and advocacy of the statewide STEM network impacting more than 30 schools and training center sites, including technical assistance, contracts/grants administration, development, policy-making and relationship management. Pyles facilitates and generates content for internal and external funding proposals and reviews other stakeholders' funding requests. Most recently, he has overseen the \$4.9 million Priority 2/STEM Area of Ohio's Race to the Top (RtT) project/contract(s) including equipping eight regional training centers sites in Ohio STEM demonstration sites, collaborating with network partners to provide intensive technical assistance and professional development within schools identified as persistently lowest-achieving (PLA) and/or being school improvement grant (SIG) funded or eligible. This work has also garnered partnerships with Ohio's public universities related to pre- and in-service teacher preparation programs. Pyles has been influential in advocating for STEM-related initiatives and changes to current policy and legislation enabling for the growth and maturity of STEM education in Ohio. Prior to OSLN, Dustin Pyles held top-management, program leadership and support positions at the Ohio Auditor of State, the Ohio Department of	Pyles has supported the implementation and spread of Bill & Melinda Gates Foundation-supported College Ready Tools (CRTs) - leveraging the network infrastructure to deploy the tools in Ohio and other states (NY, TX, NC, TN, ID, PA). Through a grant from the Ohio Department of Education, Office of Career Technical Education, he manages the Ohio Equity in STEM grades 7-8 project, seeking to leverage the OSLN training center infrastructure to train educators on strategies that improve non-traditional participation in STEM career pathways. He represents OSLN and Ohio stakeholders on inter-agency committees, national advisory boards and boards of directors as well as through presentations and panel discussions at regional, state and national convening(s). Dustin manages relationships and projects with local, state and federal government agencies and organization partners and coordinates technical assistance for designing and starting new STEM schools, programs and initiative as well as the Ohio STEM school designation process via the network and expertise. Since joining OSLN in 2011, Pyles has partnered with, advocated for, and actively supported the development of nine of the state's most recent STEM schools and all eight regional training center sites throughout Ohio.	
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				Education, Tri-Rivers Educational Computer Association (TRECA)/TRECA Digital Academy and the Ohio Historical Society. Pyles holds a BA degree with concentrations in public administration, political science and HR management as well as Masters in public and business administration.		
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