Budget

Fairfield County ESC (046839) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (64)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	361,200.00	48,762.00	4,958,725.00	0.00	1,452,925.00	0.00	6,821,612.00
Support Services	18,064.00	12,204.00	5,000.00	1,000.00	0.00	0.00	36,268.00
Governance/Admin	34,534.00	29,892.00	327,232.00	0.00	0.00	0.00	391,658.00
Prof Development	0.00	0.00	521,335.00	1,000.00	0.00	0.00	522,335.00
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	413,798.00	90,858.00	5,812,292.00	2,000.00	1,452,925.00	0.00	7,771,873.00
						Adjusted Allocation	0.00
						Remaining	-7,771,873.00

Application

Fairfield County ESC (046839) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (64)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Math Matters: Transforming Math Education for 21st Century Success.

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

The Math Matters: Transforming Math Education for 21st Century Success consortium is comprised of 9 school districts in Fairfield (Lancaster City Schools, Liberty-Union Thurston Local Schools, Pickerington Local Schools, Walnut Township Local Schools) and Franklin (Columbus City Schools, Gahanna-Jefferson Local Schools, Hamilton Local Schools, Hilliard City Schools, and Worthington City Schools) Counties and will increase the capacity for more than 1250 teachers serving 27,556 students in 71 buildings as we transform the way math is currently being taught and learned in our classrooms through the implementation of ST Math, a critical blended learning tool designed to personalize math instruction for every child. Specifically, we will implement an innovative, evidence-based, blended learning math education program that is scalable, sustainable, and proven to be successful in increasing student math proficiency among all students regardless of language, cultural or socioeconomic background. With high quality professional development, ongoing partner collaboration, and engaging digital tools, our teachers will have the skills and resources necessary to foster a greater conceptual understanding of math among our students, enabling them to gain a deeper knowledge of how and why math works as well as achieve greater math success now and in the future.

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.

27556 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:

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

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

First Name, last Name of contact for lead applicant
Marie Ward, Ph.D., Superintendent

Organizational name of lead applicant
Fairfield County Educational Service Center

Address of lead applicant
955 Liberty Drive, Lancaster, Ohio 43130

Phone Number of lead applicant
740-653-4053

Email Address of lead applicant
mward@fairfieldesc.org

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

- [x] 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 the 2011 National Assessment of Educational Progress, only 40% of students in the fourth grade and only 35% of students in eighth grade scored at or above proficient in mathematics. The Fairfield County Educational Service Center and the 9 districts listed above recognize the need to improve math performance and reduce achievement gaps to enhance all students' future academic and career success. Each district, however, has its own set of unique struggles due to their respective student populations. For example, in Lancaster, only 8% of white students in 3rd grade score below proficient on STAR math assessments compared to 43% of mixed race children and 14% of black children. Meanwhile, Hamilton's students with disabilities only have a 54% passage rate in math compared to a total student passage rate of 92%. Another challenge faced in the consortium is the growing number of English-Language Learner (ELL) students. In Columbus City Schools which has a growing population of students who speak Somali, Nepali, and Spanish, an achievement gap of up to 50% between ELL and non-ELL students exists. Recent emphasis on literacy has also created a gap between reading and math performance, and math scores are significantly lower in several of the districts. While districts have been using software programs such as STAR Math for diagnostic testing and Moby Max, Alex 11 and SMI to try and improve math performance, these programs have not been seamlessly integrated into the instructional design. Teachers have not had blended learning or flipped classroom training, so the math programs are used as an add-on or additional option rather than an integrated and cohesive part of the math instruction. The consortium has identified a solution to this issue which involves creating a new blended learning environment with an innovative research based digital tool that will enhance teachers' efficacy as well as improve student math proficiency.

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

The proposed project will transform the way math instruction is being delivered to 27,556 students in 71 schools in 9 districts across Fairfield and Franklin Counties. Through the implementation and use of MIND Research Institute's unique ST Math program and with comprehensive, high quality professional development on both the program and blended learning, teachers in the consortium will create a new, effective learning environment in their respective classrooms that will engage students and increase achievement in math. Currently, ST Math is being used by 630,000 students and 25,000 teachers in over 2,050 schools in 35 states with proven results. Founded on years of neuroscience research, ST Math is an innovative and effective math program that gives students an individualized and powerful way to master math concepts visually. The creator of the program, Dr. Matthew Peterson, struggled with traditional language-based instruction as a child due to dyslexia. Thus, the program utilizes a uniquely visual approach that accesses the brain's innate "spatial temporal" reasoning ability through language-independent, animated representations of math concepts as visual puzzles. Self -paced and self-motivating, ST Math provides students with immediate, instructive feedback and deepens problem-solving and reasoning skills. This results in students gaining confidence in their ability to learn and a desire to advance their mathematical knowledge. In addition, program results to-date show a dramatic and consistent positive impact on school performance, and that the program works over a wide diversity of schools, principals, teachers, and student demographics, including English Language Learners and students with learning disabilities. Schools implementing ST Math with fidelity consistently have shown a doubling of math proficiency on state standardized math assessments. (Please refer to question 21 for specific evidence of success. Professional development for teachers is a key component to implement this program. MIND has developed a comprehensive, succinct professional development and training component to complement ST Math. Prior to beginning the program in the classroom, teachers will go through an initial training that will focus on what they need to know to start ST Math in their classrooms. A schedule will be developed with the consortium's leadership team to offer multiple opportunities for teachers to attend start-up training in person in their respective locales. In addition, live webinars and a self-paced course option will also be available for teachers in case they are unable to attend the in-person session or would like additional reinforcement. Follow up trainings and professional development will be conducted that focus on data and reporting as well as the integration of ST Math with core curriculum. A 'train the trainer model' will also be utilized by the consortium in which each district will have an 'ST Math expert' -- a teacher that is able to assist his or her peers on ST Math implementation and integration. Over 1200 teachers will be trained, and this large cohort will have the benefit of ongoing support from ST Math trainers and collaborative opportunities online and within their schools. This type of professional development and support model not only enhances the teachers' use of ST Math, but also increases their math content knowledge and prompts them to create connections between what students are learning in the ST Math program and what they are learning during classroom instruction, creating a truly blended learning environment. The digital content makes the conventional (classroom face-to-face) instruction more powerful and effective, and will lead to greater student achievement.

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.)

Results of previous ST Math program implementations are important indicators of the potential success and impact on student achievement that this program will have on students in the 9 districts. ST Math was created based on years of neuroscience research and the program is specifically designed to resonate with students and the way their brains process information. Year-after-year, schools using ST Math following the program's guidelines demonstrate, on average, two times the rate of growth in math proficiency compared to other schools not using the program. MIND conducted a comparison of state test grade proficiency growth between 2010-2012, and some of the results were: in Chicago, New York and Florida, schools using ST Math reflected an 11.4%, 12.9% and 9% growth respectively, compared to 3.6%, 4.6% and 3% growth of non-ST Math schools. In the Santa Ana Unified School District in California, math proficiency increased from 31% to 67%--the state's average--in just a few years of ST Math use, helping close that district's achievement gap at the elementary school level. ST Math also works over a wide diversity of schools, principals, teachers, and student demographics, including English Language Learners and students with learning disabilities. In addition, teachers notice positive changes in student behavior and an increase in intrinsic motivation as students engage strongly with ST Math because they are problem solving, discovering, and trying new puzzles regularly. Based on ST Math's track record and the consortium's members enthusiasm to implement this program, we expect that the schools/districts in the consortium using the program will see an average of 4% growth in math proficiency (Ohio's current average growth over the past 5 years in grades 3-5 has been 1%) as well as direct improvement in the various student subgroups.

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

As a result Straight A grant innovations, FCESC consortium will reduce instructional costs by $44,665,050 Benchmark: By June 30, 2016, instructional costs will decrease from $1,369,360,678 (FY14) to $1,359,685,248 resulting in .71% decrease in operating budget. Short Term reductions: During FY16 the consortium anticipates the following cost reductions -Personnel costs will reduce from $720,512,820 in FY14 to $715,474,598 in FY16 -Fringe benefit will reduce from $279,296,355 in FY14 to $275,617,323 in FY16 -Purchased service costs will reduce from $255,993,986 in FY14 to $255,295,810 in FY16 -Supply costs will reduce from $37,618,604 in FY14 to $37,528,604 in FY16 -Capital outlay will reduce from $5,870,323 in FY14 to $5,700,323 in FY16 -Other costs will reduce from $70,068,590 in FY14 to $70,068,590 in FY16 By June 30, 2020, instructional costs will decrease from $1,369,360,678 (FY14) to $1,359,937,724 resulting in .69% decrease in operating budget. Long Term reductions: During FY20 the consortium anticipates the following cost reductions -Personnel costs will reduce from $720,512,820 in FY14 to $715,538,108 in FY20 -Fringe benefit will reduce from $279,296,355 in FY14 to $275,621,289 in FY20 -Purchased service cost will reduce from $255,993,986 in FY14 to $255,322,810 in FY20 -Supply costs will reduce from $37,618,604 in FY14 to $37,577,604 in FY20 -Capital outlay will reduce from $5,870,323 in FY14 to $5,809,323 in FY20 -Other costs will reduce from $70,068,590 in FY14 to $70,068,590 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.)

It is common to hear that teachers would like to create deeper learning experiences for students but often do not have the time or resources to do so due to other demands. The proposed program will enhance teachers' time as blended learning is one of the major educational ways of promoting deeper learning by personalizing student skill building, creating new and interesting learning environments, and allowing students to access content more frequently. Deeper learning is centered on depth over breadth, and gaining a conceptual understanding in conjunction with learning procedures. ST Math enhances the blended learning environment for both students and teachers. It helps transition the learning environment from being teacher-centric to student-centric, where students are able to explore content that provides them with more effective critical thinking tasks and hands-on learning. This provides teachers more freedom to work with small groups or individual students and promotes deeper discussion and facilitates open-ended questions that allow for more analytical thinking on the part of the student. The educator role shifts from that of "telling" to "asking." More importantly, students are no longer just memorizing concepts, but gaining greater conceptual knowledge. ST Math also enhances teacher efficacy as the program integrates frequent formative assessments and feedback for students and teachers, including pre- and post-assessments for every content objective as well as data for teachers and students on concept mastery, objective progress and work history. This data enables teachers to immediately see when students are in need of further intervention and MIND's professional development equips teachers with the tools they need to most effectively participate in the students' learning.

☑ 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.)

The program's professional development component incorporates a shared services delivery model. Specifically, ST Math instruction will be provided to consortium teachers face-to-face, via live webinars and through interactive online courses. These options will increase teacher efficiency as the consortium's teachers will have access to the training when it is most convenient for them, whether during their planning periods or afterschool rather than taking up valuable teaching time and requiring substitutes for their classes. As part of the training process, teachers will learn how to use the visual tools in ST Math to support their core math instruction to help explicitly strengthen the bridge between technology and the core classroom instructional program. The goal is to achieve the use of ST Math demo lessons in support of the core math curriculum on a regular basis utilizing existing school display technology and ST Math exercises where they link to and reinforce the schools' core math instruction. The ST Math teacher-leader training program (train the trainer) will focus specifically on this aspect of integration. Long-term sustainability and scalability is also facilitated as ST Math teacher leaders will assist schools/districts when staff changes occur and/or when more teachers implement the program. Teachers will also increase their efficiency and effectiveness by collaborating (in-person and virtually) within and across districts, sharing best practices and lessons learned. It must also be noted that each participating school/district will receive perpetual site licenses, which means all students will have access to ST Math including new students in subsequent years. In regard to physical resources, teachers will share computer carts, which will promote costs savings, maximize resources, and provide for greater fidelity in meeting the program implementation requirements.

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.

7,771,873.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Budget Item-Description and Cost Purchased Services ST Math-Perpetual licenses, implementation training, blended learning PD, web-based continuing education modules and support until June 30, 2020 academic. 9 districts, 71 buildings, 1250 teachers, 27,556 students. ($4,958,725.00) Project Coordination (ESCCO COG)-Megan Ash will serve as the point of contact with the FCESC, and coordinate implementation for ESCCO districts. .25 FTE Salary($19,643)+ benefits ($4,607) + 5% fee($1, 213)=$25,463 ($25,463.00) Communications-Dr. Lisa Riegel- Report preparation and communication to stakeholders. ($5,000.00) PAST Foundation- Formative and External evaluation of both implementation fidelity; student outcomes and impact on teacher practices. ($495,872.00) Salary/Benefits Project Coordinator during implementation year (.5 FTE)- J.B. Dick, FCESC Coordinator. ($34,534.00)/ ($34,534.00) Technology Coordination during implementation year (.5 FTE)- Jennifer Haughn, FCESC Technology coordinator ($18,064.00)/($18,064.00) Stipends/Substitutes-1250 teachers x 3 days of training x $100/day. ($361,200.00)/ $48,762.00 Supplies Ipads/chromebooks-2576 devices (e.g. Chrome Books) including extended warranties for 5 years x $500. ($1,288,000.00) Food for meetings- Provided during daylong meetings. $1,000.00) General Supplies- ($1,000) Capital Outlay Rolling charge carts for devices- ANTHO carts with lifetime warranty- 36 devices per cart-$2,199 x 75 carts. ($164,925.00) FCESC Grant Management Services ($327,232.00)

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.

All costs needed to implement the program in the first year will be incorporated into the purchase agreements with the respective vendors and providers. PD will continue to be available to teachers virtually through webinars provided by ST Math and available 24 hours a day eliminating the need for stipends and substitute teachers. Existing Grade level, Building and District leadership meeting will be used to share data, share effective practices and to problem solve.

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.

47,389,510.00 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 $47,389,510 Cost Reductions for FY16 $9,675,430; FY17 $9,447,965; FY18 $9,460,700; FY19 $9,447,281; FY20 $9,422,954 Salaries $24,942,130: Fairfield ESC decreases for retirements $95,020; Gahanna decreases for retirements of $240,000; Liberty Union-Thurston decreases for math tutor $32,000; Lancaster reductions for summer school $30,795; Walnut Township reductions for retirement $291,550; Columbus reductions for closing of 4 buildings $24,252,765. Benefits $18,383,500: Fairfield ESC decreases for STRS and Medicare for retirements $15,820; Gahanna reductions for benefits from retirements $60,000; Liberty Union-Thurston reduction for benefits from decrease of math tutor $5,120; Lancaster reduction in benefits from summer school reductions $4,930; Walnut Township reductions for retirements $51,380; Columbus reductions for closing of 4 buildings $18,246,250. Purchased Services $3,382,880: Gahanna reduction of professional development costs $67,000; Hamilton reduction for COMPASS Learning licenses $21,000; Liberty Union-Thurston reduction of math intervention software $25,000; Worthington reduction of math intervention licenses $200,000; Pickerington reduction of tuition costs $655,200; Walnut Township reduction of professional development costs $25,900; Hilliard reduction of FASST math licenses $222,745; Columbus reduction of utilities from closing of 4 buildings $2,166,035. Supplies $258,000: Gahanna reduction for training and student supplies $38,000; Hamilton reduction of consumable math supplies $145,000; Worthington reduction of math paper and workbooks $75,000 Capital Outlay $423,000: Gahanna reduction of laptops and laptop carts purchased with grant $158,000; Liberty Union-Thurston reduction of computers purchased through grant $165,000; Lancaster reduction of technology purchased within grant $100,000

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.

In the purchase agreement with MIND, the districts' schools that are participating in the project will receive perpetual ST Math licenses for an unlimited number of students in each building. This means incoming students will receive access to the program in subsequent years for no additional cost. In addition, professional development and training as well as technical support services for the first five years will be included in the agreement. This will encompass minor software updates, user guides for each school, online teacher support and resource materials, 'train the trainer' instruction for ST Math teacher leaders, and class reports. Existing Grade level, Building and District leadership meeting will be used to share data, share effective practices and to problem solve. Ipads and chrome books will be purchased with extended warranties and an automatic replacement clause that requires the update of all devices by the vendor in year 3 of the project. This ensures sustainability for at least 6 years.

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 RangeJuly-August 2014

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

- Hire grants manager -Grant announcement made and primary leadership team meeting held (including fiscal agent, ST Math representatives, grants manager for project, implementation coordinators (Megan Ash, J.B. Dick and Jennifer Haughn plus the lead representative from each consortium district and external evaluator) -Kick-off meeting with points of contact from each district and/or principals and discuss of elements of implementation plans -Confirm professional development dates and secure facilities -Create communication materials for teachers and parents about the ST Math program and the grant -Computers and other hardware ordered -Class lists will be submitted to ST Math and will be placed on a roster in the ST Math software

* Anticipated barriers to successful completion of the planning phase

Barrier: Timing will be key, and consortium members will need to be available and prepared to spend time in the planning as soon as the grant awards are made -a meeting request will be sent as soon as the award announcement is received. Barrier: Meeting/PD space availability. In anticipation of this grant, Districts have been asked to determine meeting space available to conduct required PD. Barrier: Turnaround time for ordering computers may delay implementation. Relationships have already been built with potential vendors. J.B. Dick (FCESC) and Megan Ash (ESCCO) will work closely to engage districts in making decisions on preferred devices. Orders will be organized and submitted by Jennifer Haughn at FCESC. Once received, devices will be inventoried, tagged and ready for distribution to districts.

18. Implementation - Process to achieve project goals

* Date RangeAUGUST 1, 2014-JUNE 30, 2015

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

-The grant will be unpacked by Dr. Ward (Superintendent) and Teresa Thomas (Treasurer) with J.B. Dick, Megan Ash and Jennifer Haugh. A gantt chart will be developed to monitor grant progress. -The Leadership team meets to review expectations and the budget, make any necessary revisions. -Gather district implementation plans -Technology distributed to all districts; tracking numbers assigned by 10/31/2014 - Training and training evaluations for districts completed by 10/31/2014 - training will be multi-modal with multiple dates/options to maximize delivery -Grants manager conducts monthly meetings with all district representatives and external evaluator to review timeline and troubleshoot unforeseen issues -External evaluator completes a training/implementation report - 12/31/2014 -External evaluator provides a mid-grant progress report summarizing the fidelity of implementation and student progress - 1/31/2015 -ST Math teacher leaders receive 2-3 trainings throughout the year that will prepare them to train new teachers in subsequent years and assist current teachers with any concerns - Ext. evaluator will prepare a quarterly report on student usage/progress - 4/30/2015 -A professional development day will be held in June 2015 (teachers to share successes, collaborate on ST Math/blended learning in the classroom; include evaluations of the program and its implementation and identification of additional needs) -Ext. evaluator creates summative evaluation on usage, progress, growth and impact - Grants manager creates: 1) communication to be sent to all teachers regarding the impact and implementation of ST Math across consortium; 2) letter template districts can use to share ST Math results with parents; 3) press release about the impact of the consortium's implementation of ST Math - 6/2015 -External evaluator provides tools for districts for ongoing monitoring of blended learning, ST Math fidelity of implementation and student progress -6/30/2015

* Anticipated barriers to successful completion of the implementation phase.

Barrier: With a consortium of this size, communication will be paramount to success - a master calendar of meetings/events will be created, communicated early, and posted electronically on the FCESC website. Barrier: Implementation Fidelity: The district representatives must be dedicated to the implementation efforts and ensure principals are supervising the program -updates will be requested from grants manager. Student outcomes are highly associated with reaching the recommended dosage levels for student engagement with ST Math. Dosage levels are included in MOU agreements and districts committed to re-designing how time was used to maximize ST Math usage. Barrier: Staffing changes and late hires will present some challenges for training and professional development; however, the multi-modal delivery of professional development should overcome this issue. District representatives will lead the responsibility to onboard new teachers and monitoring implementation fidelity. Barrier: Technology skill gaps. Teachers' technological abilities and readiness to implement a blended learning environment will also need to be considered as this will vary by teacher - additional assistance in implementation will be provided if needed Barrier: Buy-In. Superintendents, building leaders and district representatives will need to lay the ground work to ensure teachers have the resources and are willing to implement the program with fidelity - suggest staff meeting to review parameters. ESC Coordinators will assist in problem solving strategies regarding buy in.

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

* Date RangeAugust 2014-June 2015

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

-Retain Education Partnerships Institute, LLC (evaluator) to assist with strategic communications- -Retain the PAST Foundation to conduct the Evaluation -Evaluator designs the evaluation and collection tools and is involved in consortium meetings throughout the project period - Evaluator collects and analyzes data to determine the degree to which the program is implemented with fidelity against the following benchmarks: Benchmark 1: Initial software training is completed by 100% of the participating teachers by October 31, 2014. Benchmark 2: Computers are set up and ST -Math is implemented in 100% of the buildings by October 31, 2014. Benchmark 3: 100% of the selected students will use ST Math with fidelity by December 31, 2014. Benchmark 4: Students meeting the required progress completion rates of the program will experience a 4% average growth in math as measured by State Assessment. Benchmark 5: Districts will realize the predicted cost savings. Benchmark 6: Teachers will effectively use a blended learning model. 8/1/2014-6/30/2015 -Conduct focus groups and analyze data - 4/1/2015-5/31/2015 -Compile periodic and final reports due 11/30/2014, 1/30/2015, and 6/30/2015

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

Barrier: Incomplete data - some districts may require additional assistance in meeting the data reporting requirements - the evaluator will be asked to assist Barrier: Transient students and late hires that result in poor linkage between student and teacher will complicate the analysis. District representatives will lead the responsibility to onboard new teachers and monitoring implementation fidelity. Efforts will be made by the district to register new students in a timely fashion, and address attendance issues ASAP. ST Math is web based so students will have access at home. Barrier: Incomplete teacher evaluations may impact analysis -follow-up will be conducted to those teachers not responding. Barrier: Potential delays in computer purchases and/or set-up could prevent timely program implementation - will place order with as much lead time as possible. ESC and FCESC coordination will be monitored closely by Dr. Ward to ensure benchmarks are met.

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

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

Please enter your response below:

The Math Matters project will introduce a new, innovative blended learning model to 1300 teachers and approximately 27,556 students in order to transform math education in Fairfield and Union Counties as well as increase student math achievement and teacher efficacy in the classroom. Specifically, the consortium is seeking to implement ST (Spatial Temporal) Math, an evidenced-based, unique, visual math education program that has proven results when implemented with fidelity. Ongoing high quality professional development and a robust program of teacher leader development will ensure classroom teachers have the knowledge and ongoing support necessary to transition their traditional instructional practices to a blended learning environment. Classroom instruction will change as students will enjoy multiple modes of instruction including small group, individual, and computer instruction. Students will become more engaged, be able to monitor their progress, and set personal goals with the teacher. Additionally, they will become intrinsically motivated to learn as they play ST Math and persevere through challenging content because they learn what it feels like to succeed when faced with intriguing problems. Meanwhile, classroom teachers will be more efficient in their math instruction, as they will be able to complement the ST Math program and provide more extension and problem-based learning. ST Math will effectively serve as a co-teacher focusing on the math concepts so the teacher can apply them in relevant/real-life assessment tasks and projects. In addition, ST Math encourages questioning and explanation rather than rote memorization. Teachers are taught to be facilitators, asking open-ended questions to promote student thought and reasoning. Teachers are building the bridge in students' understanding between conceptual and procedural mathematics in a blended learning environment. Once students solve the initial puzzles, they begin to develop an intuition about the mathematics being taught (building their internal schema). At this point, it is important to connect these new ideas to previous math content, and to other mathematical representations. Classroom discussion of interesting puzzles and students' solution strategies is a valuable part of this process. ST Math provides professional development that helps teachers understand their important role in this phase of the learning process and how to foster students as they develop their conceptual understanding. The consortium and professional learning will also create a network of educators who can collaborate, supporting each other's math instruction and sharing best practices. Finally, ST Math has proven to be a highly effective tool for helping students engage with math, particularly those with low reading proficiency or for whom English is a second language. As teachers see these students demonstrate math prowess, teachers will begin to see how altering their approach to math in the classroom can help more students achieve. ST Math rounds out the blended learning environment with a holistic view of math learning. Math instruction for students will fundamentally change how partner districts/teachers approach math instruction and intervention with students. Existing building, math subject area, and grade level data team meeting will be transformed to include a focus on ST Math data to inform educational practice. In addition, the intensity of training and networks that will develop between district representatives and teachers will lead to the further development and communication between practitioners throughout the first five years changing how and with whom educators seek to engage when seeking resources and solutions to improve practice.

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.

The consortium selected ST Math based on the programs successful track record and proven results across the country. In addition, During this academic year, ESCCO under Dr. Wards direction has been engaged in a pilot implementation of ST Math with 350 students in Hilliard, Columbus, and South-Western City Schools with promising results. Currently, ST Math is being used by 630,000 students and 25,000 teachers in over 2,050 schools in 35 states. In addition to the positive results that are described in Question 9 under Student Achievement, a recently released independent study by WestEd shows that MIND's ST Math educational program has made a statistically significant impact on student math performance across 45 LAUSD elementary schools. The rigorous analysis, which adhered to federal 'What Works Clearinghouse' specifications, found a statistically significant difference in the average percentage of students in two groups: those scoring advanced, and those scoring advanced or proficient on the California Standards Test (CST) in 2011. The study also found ST Math's effect size across the grades to be 0.41 - well beyond the 'What Works Clearinghouse' criteria of 0.25 for "substantively important" effect. Other large, successful ST Math implementations include: Colorado Springs School District No. 11(36 schools, 975, teachers, 13,000 students); Pinellas, Florida (77 schools, 2500 teachers, 43,000 students); Milwaukee, Wisconsin (over 100 schools, 2200 teachers and 18,000 students); and Stockton Unified SD, California (48 schools, 1000 teachers, over 25,000 students). ST Math has also received two recent national recognitions. After a rigorous vetting process, Change the Equation, an initiative to mobilize the business community to improve the quality of STEM learning in the United States, recognized ST Math as a program that consistently yields positive results for students. Similarly, Business Roundtable recognized ST Math as an "Outstanding" K-12 STEM education program. (ST Math was the only program to be selected by both entities.) In addition, a 2013 teacher survey with approximately 1,180 respondents showed ST Math has a dramatic impact on students' motivation and attitude towards math. Eighty-four percent of teachers agreed/strongly agreed that "ST Math has engaged students who are usually difficult to engage productively," and 85% agreed/strongly agreed that "ST Math has improved the attitude of my students towards math." MIND Research Institute's professional development is also garnering national attention as the organization was recently selected as a partner of the 100Kin10, a multi-sector network that responds to the national imperative to train 100,000 excellent science, technology, engineering, and math (STEM) teachers by 2021.

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.

Name and Title: Monica Hunter, PhD, Director of Research, PAST Grant Role: Formative Evaluator Qualifications: Pioneer in the use of ethnographic methods in education evaluation, AEA member Synergistic Experience: Oversees all external evaluation for partner programs at PAST. Name: Kate Harkin, Consultant, HCS Role: External Evaluator Qualifications: EDGE Certified Synergistic Experience: Directed P16 Initiative for the OSU Glenn Policy Center and works with establishing transformative community partnerships throughout Ohio. The PAST Foundation will conduct external project evaluation, engaging the Knowledge Capture team Directed by Dr. Monica Hunter. The overall evaluation plan of the ECRSM will embed formative evaluation throughout implementation, providing interim reporting for external evaluation, as well as to provide the project implementation team with real time assessments that can inform modification of implementation strategies to support attaining grant outcomes consistent with the ECRSM proposed goals and objectives. This approach is intended to aid the ECRSM implementation team in determining the most effective modifications to apply during the course of the grant, as well as regularly conduct external evaluation to assess the fidelity of the ECRSM to the proposed project's goals and objectives. The final external evaluation report will incorporate the interim reports and review of evidence of change and impact based on project benchmarks, generated summative data, and other project milestones identified in the ECRSM proposal. The information garnered from the formative and external evaluation will be shared through a published report available online digitally and through presentations at professional meetings for applied research and evaluation.

* 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).

The methodology applied by the Knowledge Capture evaluation team will incorporate a mixed-methods approach, combining both qualitative and quantitative assessments. Formative evaluation will combine key informant interviews, structured observation, and focus groups to capture the views of the implementation team, school administrators, and teachers, to identify the range of enabling strategies and constraints occurring across the participating school districts. Pre- and post-surveys will be employed with K-3 teachers to track change over time toward implementation goals. Monitoring the ongoing processes of planning and implementation will also be tracked by structured observation of critical implementation activities. All observations and findings will be documented and submitted as interim reports to the project team leading to informed modification of the implementation strategy. Student academic growth will be tracked for comparative evaluation beginning in years 2 - 5 of the project based on standardized test scores, as well as Scantron Foundation and Performance Series reading assessments as a reflection of aggregate change and impact. External evaluation will monitor and review articulated deliverables and outcomes for evidence of fidelity of implementation and educational impact.

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

The plan for modification of the ECRSM combines formative and external evaluation in a multi-pronged approach. The formative evaluator will regularly submit to the project team, structured communication on system dynamics to amplify desired processes toward achieving project goals, as well as identify challenges and constraints requiring potential corrective actions. The timeline for interim reporting will be determined by the project design team, but at minimum will be submitted at the end of each school term beginning in fall 2014 and continuing through spring 2019. The formative evaluation interim reports will be submitted to the project team and external evaluator for review. The external evaluator will review all progress on the grant and submit reports at the end of each school term, and provide an interim assessment on grant alignment with proposed actions within program, timeline, and deliverables.

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.

A recent study indicates that the United States ranks 32nd in math proficiency, which greatly hinders America's future ability to be competitive in a global technological society. Research shows that a solid mathematics foundation is critical for students to succeed in middle school, stay in high school and pursue a college degree. For many students, however, math poses a serious challenge, erecting multiple barriers to future success. This is particularly true in math classes where rote memorization rather than conceptual understanding tends to be the norm. A lack of math competency results in failing grades and students becoming disengaged from the learning process. Middle school math (6-8th grade) offers particular challenges with the introduction of more complex language and symbols that can be difficult for many students to grasp. Students' struggles with math must be addressed at the elementary and middle school level in order to decrease the high school drop-out rate and increase interest in STEM-related fields. The proposed project addresses the above issues and seeks to transform math education in the participating districts and schools in Fairfield and Union Counties. With funding, the districts will be able to secure the resources for teachers to be able to comprehensively integrate technology and the ST Math program into their core math curriculum. This will create a shift from traditional classroom instruction to a blended learning environment which employs 21st century strategies and tools proven to positively engage students. Over 1200 teachers will receive professional development and training on ST Math and blended learning. Nearly 27,556 students will have access to and use ST Math, which will help them gain a deeper conceptual understanding of math and develop critical thinking skills. Teachers' efficacy in the classroom will improve as they will have real-time data reporting, enabling them to modify their instruction based on the students' grasp of the content. ST Math provides an effective way to differentiate instruction and leverage teachers' ability to do what they do best-help students develop curricular connections. In Ohio, on average over the past few years, increases in math proficiency growth have been nominal. This project will lead to an increase in student achievement for participating students, including those with language barriers and other learning disabilities. To ensure the program has a lasting impact and provides the most benefit to teachers and students, the consortium will execute a contract with MIND Research Institute that will cover perpetual site licenses (one-time costs) for ST Math and its implementation at all the schools utilizing the program. This allows for an unlimited number of students to use the program and encompasses new students for the subsequent years. In addition, five years of support and services are included in the budget so new and existing teachers will be able receive ongoing professional development. Complementing this will be teacher leader training (train the trainer model), which will create a model of sustained professional development that will address the ongoing needs of existing teachers and new teachers as they begin using ST Math. Another important impact of this program will be that math instruction will focus on problem-solving and critical thinking skills that will lead to higher academic achievement and less need for student remediation. By June 30, 2014, MOUs will be created among all partners describing specific responsibilities to ensure clear, consistent expectations which can be upheld even through leadership changes. After the initial five-year period, districts/schools will have developed the infrastructure to continue with the ST Math program, at which time there will be a nominal annual fee of approximately $3,000 to cover ongoing support and regular program upgrades.

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

Student Achievement: Benchmarks 3, 4, and 6 -100% of the selected students will use ST Math with fidelity. Schools/students using ST Math will demonstrate a greater growth in math proficiency than those schools/students not using the program -on average, a 4% growth is expected based on current baselines. The mid-year and summative evaluation reports will show diagnostic results as well as growth statistics aggregated at the consortium level and disaggregated by building, grade, and demographics. Teachers will facilitate and effectively implement a blended learning environment, as measured by their OTES evaluation and observation data from district representatives.

* Spending Reduction in the five-year fiscal forecast

Spending Reduction in the five-year fiscal forecast: Benchmark 5 - districts will demonstrate they have realized their predicted spending reductions. They will provide a final report to the external evaluator that shows cost savings and provides details about sustainability of those savings. This information will be included in the summative report in June 2015. Reductions will continue to be monitored through to 2020.

* Utilization of a greater share of resources in the classroom

Utilization of a greater share of resources in the classroom: Benchmarks 1 and 2 - All participating teachers will be trained on ST Math and receive blended learning professional development. Technology will be incorporated into classrooms, so teachers have more effective use of class time. Evaluations of the professional development and focus groups with district representatives will provide data about changes in teacher behavior and lesson execution. It will also address the logistics in various districts necessary to share technology. Technology integration and sharing will be included as a component of district implementation planning.

* Implementation of a shared services delivery model

The program's professional development component incorporates a shared services delivery model. Benchmark: Consortium teachers will complete PD face-to-face, via live webinars and through interactive online courses. Benchmark: Teachers will learn how to use the visual tools in ST Math to support their core math instruction to help explicitly strengthen the bridge between technology and the core classroom instructional program. Benchmark: Long-term sustainability and scalability is facilitated as ST Math teacher leaders will assist schools/districts when staff changes occur and/or when more teachers implement the program. Teachers will also increase their efficiency and effectiveness by collaborating (in-person and virtually) within and across districts, sharing best practices and lessons learned. It must also be noted that each participating school/district will receive perpetual site licenses, which means all students will have access to ST Math including new students in subsequent years. In regard to physical resources, teachers will share computer carts, which will promote costs savings, maximize resources, and provide for greater fidelity in meeting the program implementation requirements.

* Other Anticipated Outcomes

Student engagement, intrinsic motivation, and persistence will increase. This will be noted by teacher observation.

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

Yes. This project is able to be replicated in other districts and the consortium is willing to serve as a model and provide assistance to other schools/districts that would like to incorporate this program. The time and effort it would take to implement this project in another district would depend on the availability of resources to acquire the ST Math program and technology necessary to incorporate it into the classroom. The program design, however, has already been proven successful as demonstrated across other districts and schools in the country. In order to adapt to local conditions while maintaining strong fidelity of program implementation, major design considerations have been incorporated into the ST Math program model for scalability which are: 1) it can be used with any other conventional curriculum (no constraints on publisher or approach) in any school (no changes required to school structure) and by any teacher; and 2) it has a reasonable requirement for training and initial teacher use. Follow up training and professional development is also available to assist teachers in fully incorporating the program into their core curriculum. ST Math (MIND) staff will work with the districts interested in obtaining the program and develop an implementation plan. Meanwhile, consortium members would host site visits for teachers and administrators interested in seeing the program in classroom use and employ the 'train the trainer' model to provide support to educators both within and outside of their respective districts.

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). Dan Montgomery and Marie Ward Agree

Consortium

Fairfield County ESC (046839) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Angela	Harrison	740-467-2216	aharrison@walnuttsd.org	Walnut Township Local	046904	11850 Lancaster St, Millersport, OH, 43046	
Victoria	Hartley	614-450-6000	vhartley@worthington.k12.oh.us	Worthington City	045138	200 E Wilson Bridge Rd, Worthington, OH, 43085-2332	
Alison	LaBarre	614-478-5570	labarrea@gjps.org	Gahanna-Jefferson City	046961	160 S Hamilton Rd, Gahanna, OH, 43230-2919	
John	Michael	614-365-5000	jmichael10272@columbus.k12.oh.us	Columbus City School District	043802	270 E State St, Columbus, OH, 43215-4312	
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Susan	Witten	614-491-8044 x1209	switten@hamilton-local.k12.oh.us	Hamilton Local	046953	775 Rathmell Rd, Columbus, OH, 43207-4737	
Brian	Seymour	614-920-6166	Brian_Seymour@plsd.us	Pickerington Local	046896	90 East St., Pickerington, OH, 43147-1061	
Paul	Mathews	740-862-4107	mathewsp@libertyunion.org	Liberty Union-Thurston Local	046888	1108 S Main St, Baltimore, OH, 43105-9700	

Partnerships

Fairfield County ESC (046839) - Fairfield 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**
Jim	Sidick	888-751-5443	jsidick@mindresearch.net	MIND Research Institute		111 Academy, Suite 100, Irvine, CA, 92617	
Dr. Monica	Hunter	614-340-1208	mhunter@pastfoundation.org	PAST Foundation		1003 Kinnear Rd., , Columbus, OH, 43212	
Dr. Lisa	Riegel	614-313-1359	lriegel@epinstitute.com	Educational Partnerships Institute, LLC		Baypointe Dr., , Powell, OH, 43065	

Implementation Team

Fairfield County ESC (046839) - Fairfield 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**
Megan	Ash	Coordinator of Digital Learning and Training	Megan will provide coordination for PD and technology distriburtion for Franklin County Districts	Master's degree in Education.	As the Coordinator of Digital Learning and Training at the Educational Service Center of Central Ohio. In this role, Ash has been involved with the development, delivery, and support of online courses offered to professional educators throughout the state of Ohio. She has extensive experience in online and blended learning and is a certified Quality Matters reviewer and facilitator.	
Lisa	Riegel, Ph.D.	Executive Director, Educational Partnerships Institute	LLC will be retained to assist with reporting and communications to stakeholders.	Ph.D. in Education from The Ohio State University	She has worked on several grants including: a research project on constituent values and school policy; an Ohio school improvement grant; the state evaluation of the 21st Century Learning Centers; and federal ASPIRE, KNOTtT, and mNET programs.	
Teresa	Thomas	FCESC Treasurer	Teresa will be lead fiscal and management of Math Matters	Teresa holds a Bachelor's degree in business, and an Associate's degree in Accounting.	She has served as a treasurer for the past 30 year at FCESC and is actively involved with OTESCA. Teresa has an exceptional record for quality work and clean audits.	
Jim	Sidick	Director of Strategic Partnerships (East)	MIND Research Institute, will be the consortium's primary point of contact for the acquisition and implementation of ST Math, working closely with the Educational Service Centers and districts	Bachelors Degree in History and Secondary Education.	For the past 12 years, he has managed school district implementations in Ohio/Great Lakes region, one of which is a focus of a federal research study involving 10 districts.	
Douglas	Bruno	Manager of Consulting and Professional Services	MIND Research Institute, ST Math expert- will oversee the training and professional development of the consortium's teachers	Bachelors degree in education.	For the past 12 years, he has managed school district implementations in Ohio/Great Lakes region, one of which is a focus of a federal research study involving 10 districts.	
Marie	Ward, Ph.D.	Superintendent	Dr. Ward willwork in collaboration with Teresa Thomas, FCESC Treasurer to monitor Ibothe fiscal and programatic implementation.	A 1994 doctoral graduate from the Ohio State University's department of Educational Services. Has held a superintendents license since 2003	Dr. Ward has 25 years experience in education. She has extensive experience consulting and problem solving with more than 30 districts in Central Ohio to improve educational systems and impact on student achievement. She is completing her tenure as Assistant Superintendent and Director of Grants Management at the Educational Service Center of Central Ohio in July and will assume the role of Superintendent of Fairfield County Educational Service Center. She is President Elect for the OSU College of Education and Human Ecology Alumni Board, Chairs the American Association of School Administrators Children, Equity and Excellence advisory committee. Her accomplishments include: A dozen publications, over 50 invited state, national and international	

					presentations, and more than 50 million in grant funding secured and managed during the past 16 years. Her interest areas include: educational equity, alternative learning options for students, at-risk youth, school improvement, family and civic engagement, and school-community partnership development. She has developed a strong reputation for her ability to develop bold solutions, lead teams and implement impactful initiatives.	
J.B.	Dick	Coordinator	J.B. will provide coordination for Fairfield County Districts.	Master's in Education	J.B. is a retired superintendent. J.B. has experience leading implementation of other digital tools in Fairfield County districts.	