## Budget

Finneytown Local (047332) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (78)

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

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**Adjusted Allocation** 0.00

**Remaining** -625,163.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
A Standards and Content Creation Toolkit with Real World Applications and Career Tech

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

The Standards and Content Creation Toolkit (Toolkit) is an instructional resource for Ohio's New Learning Standards that outlines exactly what a student should know, understand, and be able to demonstrate for every standard, as well as the real world applications with an emphasis on career tech concepts being learned within each standard. The Toolkit will improve academic achievement by enhancing teachers' pedagogical foundations so they can design content and deliver instruction that clearly models real world application to students. The Toolkit also serves as a shared services delivery model as content created will be uploaded to a free statewide e-learning platform, and shared among each consortium partner, which will lead to increased standards-aligned content resources in the classroom.

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.

16486 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
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Tyrone Olverson, Superintendent

Organizational name of lead applicant
Finneytown Local School District

Address of lead applicant
8916 Fontainebleu Terrace, Cincinnati, Ohio 45231

Phone Number of lead applicant
513-728-3700

Email Address of lead applicant
tolverson@finneytown.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
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

Teachers want to know exactly what Ohio’s New Learning Standards mean students should know, understand, and be able to do. Teachers also need to understand how to bridge classroom learning with real world career applications. There is not a comprehensive resource that exists for this purpose. Standards unpacking documents have helped with digesting the new standards, but fail short of a comprehensive resource that truly meets the needs of teachers implementing the standards. Next, while teachers are focused on “what” the standards mean for instruction, students are primarily fixated on “how” the instruction they are receiving prepares them for life after graduation. This is a logical and important question, but many teachers lack answers. A student’s perception of little direct connection between academic and real life goals leads to a lack of motivation and engagement. Connecting the skills and concepts learned in the classroom to real life is essential for producing college and career ready students. As such, we need a resource that not only addresses teachers’ pedagogical growth around the standards, but also provides a crosswalk between the standards and their real world application(s). A resource that bolsters teachers’ pedagogy and provides real world context to the standards is essential to successful implementation of Ohio’s New Standards. However, successful implementation also depends on a teacher’s ability to use that new pedagogy to develop content aligned to the standards. While teachers have access to some standard-aligned resources, no single option is a one-sized-fits-all instructional resource. When a textbook is missing a standard, has an inadequate lesson, or a lesson needs to be modified to meet diverse instructional needs, teachers must fill that need. While teachers are experts at teaching concepts from content, they are not always experts at creating content. No solution on the market exists that adequately addresses these problems.

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

To address the aforementioned problems, funding will provide for the development of a new Ohio Learning Standard’s resource called the Standards and Content Creation Toolkit (Toolkit). To address teachers’ pedagogical needs around the new standards the Toolkit outlines exactly what a student should know, understand, and be able to demonstrate for every standard, as well as an example of the real world and/or career tech application(s) of the skills and concepts being learned within each standard. To address content creation needs, the Toolkit provides teachers with a dashboard of tools to create content. Since the Toolkit is a shared services delivery model between consortium members, each district will be able to share content created with other consortium members thereby providing more resources to the classroom. Additionally, consortium teachers will have another student engagement channel at their disposal to orient students towards their daily school work. This will provide concrete relevance to students’ real life applications and career goals, thus increasing engagement and resulting in improved academic achievement. The Toolkit will include a comprehensive digital resource with the following: *A single digital page for every Ohio Learning Standard in ELA and mathematics to serve as a pedagogical tool for teachers. Each page will have three main components: *A heading with the standard language along with its domain and cluster as well as its status as a major, supporting or additional standard on the PARCC assessments; *A body consisting of: (a) the pedagogical knowledge encompassing what the standard means students should know, understand, and be able to do in relation to the standard; and (b) an applied example of the standard in the real world, career-oriented context that can be translated into classroom teaching and content development; *An assessment item that teachers can use as a formative assessment for the standard. *Users will have direct access to a WYSIWYG HTML editor allowing them to create content based on the standard to include interactive elements embedded such as sound, video, and images. Once a piece of content is created using the Toolkit, it will be uploaded to ilearnOhio and/or iQity platform for all teachers to use. Each new piece of content uploaded will increase the number of content resources available to teachers throughout Ohio. While teachers are currently limited to only the content resources they purchase and produce for their schools, this project will effectively pool content resources statewide into a single repository facilitating a shared services delivery model that will dramatically enhance access to content resources aligned to Ohio’s New Learning Standards. *Teacher professional development (in-person and available online) on how to utilize the content creation suite of tools and implement in the classroom to fully realize the Toolkit resources available. Content created from Toolkit will become available for teacher use in the classroom to fill gaps in current curriculum (especially old non-common core aligned textbooks), or to augment existing lessons that fail to incorporate real life meaning. Ensuring that all of Ohio’s New Learning Standards are included in course instructional content and providing students with context to understand why learning the content is important are instrumental to teaching and learning. Finally, the Toolkit will help schools bridge the gap between outdated textbooks based on old standards and the Common Core. There is a significant textbook cost associated with adopting the new standards and it is estimated that schools will conservatively spend $40 MORE per student on instructional materials during their transition to the Common Core (Thomas Fordham Institute, 2012).

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,
Increasing academic achievement for all students can only occur if teachers and administrators understand the new standards and their implications for a different way of teaching and learning. It is no longer a matter of "covering" the standards. Teachers must ensure that each student sees the real world and/or career tech application of what he or she is learning while also having a deep understanding of mastery of the concepts. This combination will ensure that students are college and career ready upon graduation. The Standards and Content Creation Toolkit (Toolkit) will improve academic achievement across grades K-12 in ELA and mathematics by enhancing teachers' pedagogical foundations so they can deliver instruction addressing the standards while clearly modeling real world application to students. It is especially important now for all teachers to have solid foundations in the new standards so their instruction reflects the skills students will encounter on the new PARCC assessments. Student achievement on the PARCC assessments will be a direct reflection of teachers' pedagogical foundations around the new standards and their ability to effectively develop and deliver content aligned to the standards. Cost of the grant will be a one-time expenditure to ensure that there is a standards and content creation resource for every Ohio New Learning Standard. Funding will be used to hire educators and programmers to create and vet the resource. Consortia members will work with our technology partner, IQ Innovations, to implement the Toolkit project and develop appropriate user-training modules during the grant timeframe. Consortia members will work with IQ Innovations to determine specifications for the Toolkit, execute logistics for implementation, and develop appropriate user-training modules during the grant timeframe. After the software components required for Toolkit are completed, IQ Innovations will make Toolkit available at no cost to all Ohio K-12 schools and districts using ilearnOhio and/or the iQity platform. The development of this project is designed to increase the implementation of content resources across the state via ilearnOhio and/or the iQity platform. ilearnOhio is a free comprehensive e-learning platform provided by IQ Innovations and funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. Each new content upload will increase the number of content resources available to teachers throughout Ohio. While teachers are currently limited to the content resources they create themselves or are purchased by their district, this project will effectively pool content resources across the consortium and eventually statewide into a single repository. This shared services delivery model will dramatically enhance access to content resources aligned to Ohio's New Learning Standards.

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

* 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.

Applications 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.

| 625,163.00 State the total project cost. |

* Provide a brief narrative explanation of the overall budget.

The primary source of funding will be the Straight A grant funds awarded. The project budget includes costs associated with the development of a high quality Math and ELA aligned instructional resource that will be made available to the districts and ultimately to all educators in the state through the ilearn/Ohio and/or IQity platforms. This cost is estimated at $571,325.00. Costs include the services of a project management team ($67,500), mathematics and ELA subject matter experts ($251,825.00), software development of the suite of content creation tools ($165,000), and quality assurance professionals to test the content created ($75,000). The grant will fund the loading of the content created into the content marketplace ($12,000), making the resources available to all Ohio school systems through the statewide platform. An online PD module will be created for use by the districts during implementation for an estimated cost of $2,045. Training for use of the content toolkit and the LMS platform will be made available through IQ Innovations "train the trainer" model. Cost for initial live PD session for the districts is provided at $3,000. Stipends for educators staff at the lead district to attend 3 hours of additional professional development on use of the system is provided at $340,000. An online PD module will be created for use by the districts during and beyond implementation for an estimated cost of $2045.00 PD beyond the first year will be covered by each district using funds already budgeted for PD activities. Program evaluation will be provided by an external third party to ensure objectivity. The cost is estimated at $15,000. Additionally, internal evaluation will be conducted by teachers and expert staff. District level expenditures are estimated at $340,000 for salaries and benefits. The project budget also provides for the administrative fee 4.6% or $27,493 which will be allocated to the lead applicant.

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.

There will be upfront costs to create and edit the Standards and Content Creation Toolkit (Toolkit) pages and create the software infrastructure to load them into the ilearnOhio and/or IQity platform. After creation, the Toolkit will have minimal expenses if any beyond basic system maintenance found with any software system. The de minimis ongoing maintenance work will be performed by IQ Innovations as a part of their existing efforts to maintain the overall platform; therefore, Toolkit will be sustainable without requiring additional funding. Initial training to use the Toolkit will be provided to all existing teachers in our schools as a part of regularly scheduled professional development. New teachers will receive training that covers how to use the overall learning management system. In addition, a free online module detailing how to use the Toolkit as an instructional tool as well as a content creation tool will already be established for staff needing a refresher. Beyond the life of the grant teacher professional development to use the Toolkit will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period. Additionally, each consortium partner already budgets sufficient resources for professional development to ensure they have the training and skills to use tools available to them; therefore, the Toolkit will be sustainable without requiring additional funding.

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

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

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

While we greatly anticipate that the implementation of the project will lead to a greater share of resources in the classroom (e.g., consortium members sharing content created from the Toolkit with other members, thus increasing resources available for all and potentially saving funds that would have needed to be allocated to buy content resources), until the project has been fully implemented, we will not be able to accurately speculate on fiscal savings.

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.

After the Standards and Content Creation Toolkit (Toolkit) suite of tools are created and integrated with ilearnOhio and/or iQity systems, IQ Innovations will make the Toolkit available at no cost to all Ohio K-12 schools and districts using ilearnOhio and/or iQity. The Toolkit will have minimal expenses if any beyond basic system maintenance found with any software system. The de minimis ongoing maintenance work will be performed by IQ Innovations as a part of their existing efforts to maintain the overall platform; therefore, the Toolkit will be sustainable without requiring additional funding. Next, beyond the life of the grant teacher professional development to use the Toolkit will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period. Additionally, each consortium partner already budgets sufficient resources for professional development to ensure new teachers can be trained to use the program; therefore, even in-person PD for the Toolkit will be sustainable without requiring additional funding. By providing the Toolkit as a self-sustaining free resource to teachers throughout the state, there is also potential for greater efficiency of resources for, and in the classroom. Once a piece of content is created using the Toolkit, it will be uploaded to ilearnOhio and/or iQity for all teachers to use. Each new content upload will increase the number of content resources available to teachers throughout Ohio. While teachers are currently limited to the content resources they create themselves or are purchased by their district, this project will effectively pool content resources across the consortium and eventually statewide into a single repository. This shared services delivery model will dramatically enhance access to content resources aligned to Ohio’s New Learning Standards. This approach also demonstrates the additional value-add potential of the Toolkit beyond the life of the grant.

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
January, 2014 - We recognized a need for teachers to have an instructional tool to transition successfully to Ohio’s New Learning Standards. It was also decided that the tool should establish a clear connection between the standards and real world applications. As an action item, curriculum directors began to design the Standards and Content Creation Toolkit (Toolkit). February-March, 2014 - Realizing this same problem was likely happening in other districts, and that through partnership we could develop and pool collective resources for the mutual problem, our administrators met with colleagues from other districts. A partnership was formed and district administrators created communication plans and project specifications. Communication: Toolkit development will be overseen by an experienced project manager (PM). The PM will serve as the tactical lead between LEA administrators and IQ Innovations (IQ). LEA leads will have access to a digital project management plan resource allowing them and the PM to have a single point of access with updates for project management. The plan will outline all project components, milestones, and timelines for deliverables, thus providing transparency throughout the project.

**Anticipated barriers to successful completion of the planning phase**

Barriers: Anticipating the timing of grant awards (summer) our consortium determined that the principal barrier to successful completion of the planning phase would be attempting to execute planning during the summer when key personnel are least likely to be available. Furthermore, executing planning during testing or the end of the school year posed equal challenges. As such, our consortium and IQ seized the current timing and momentum of our efforts and determined the best course of action to avoid barriers during the planning phase was to actually carry out essential planning components prior to submitting the grant. With these components completed our consortium has accomplished the necessary logistics and put into place the necessary human capital and infrastructure to execute the grant immediately upon award. Technology and innovations not adopted properly by teachers and other stakeholders will have their effectiveness undermined significantly. To mitigate this we have a comprehensive and systematic communication/training plan along with the right professional leads. This will ensure the Toolkit is adopted according to the vision of improving student achievement.

### 18. Implementation - Process to achieve project goals

**Date Range** July-December, 2014

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

1. 7/14: Identify and train SMEs to write Toolkit Pages 2. 8/14: Subject Matter Expert (SME) page creation and editing 3. 9/14: Identification of specifications for the LMS 4. 10/14: Software development a. HTML editor and tool kit for content page creation b. Uploading pages into the LMS c. User Interface development 5. 12/14: Teacher, administrator PD to use the Toolkit 6. 12/14 and beyond: Instance of Toolkit created in leanOhio. Ohio schools will be free to adopt and use the system at no cost. The first step in the implementation plan involves recruitment and hiring of SMEs to write toolkit pages. Upon completion of training, SMEs will each create 5 pages to serve as a pilot which will then be vetted for accuracy and adherence to project specifications. Pages will be developed on an ongoing basis once SME work has been vetted. Development work will include uploading completed pages into the LMS and creation of a user-friendly interface for easy navigation and use. Superintendent IDs will identify implementation leads to oversee grant project activities to ensure fluid communication, alignment with project goals/outcomes, and regulate timely implementation. The IQ project manager (PM) will work with the lead to build personnel capacity and infrastructure necessary for successful implementation. Direct contact with each LEA will allow the PM to have an understanding of progress and needs at the LEA level (and attend to these individually) while also having a clear understanding of project needs holistically. The PM will turn these needs into project deliverables and will organize regular meetings to facilitate communication among LEA leads. LEA leads will have access to a digital project management plan resource allowing them and the PM to have a single point of access with real time updates. The plan will outline all project components, milestones, and timelines for deliverables.

**Anticipated barriers to successful completion of the implementation phase.**

Planning and implementation of the Toolkit has an aggressive timeline impacting planning, implementation and evaluation. To ensure success, a PM experienced with technology initiatives will be assigned to guide Toolkit implementation, serving as the tactical point of communication and coordination between LEAs and IQ. This will ensure ongoing feedback loops and clear direction on timing and roles. Another barrier relates to teacher participation and buy-in because this will be a new system. To counter this barrier, the communication plan will inform teachers of the purpose and benefits of using the Toolkit. Professional development will empower teachers to use the system as well. Additionally, walk-through data, observations, and professional growth plans will have goals and expectations that teachers master and utilize the Toolkit. Individual assistance will be given to teachers through mentors to ensure the implementation is done with fidelity.

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

**Date Range** 12/2014-7/2015

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

Quantitative and Qualitative Process and Outcome Indicators: *(12/2014) Teachers surveyed on preparedness to teach Ohio’s New Learning Standards. This will provide baseline data to be compared with post-implementation data. The comparison will show the degree of impact the Toolkit had on teachers’ growth in relation to the standards. *(6/2015) Quantify increase of content created from start of project to end of the first year and disaggregate it to have comparative data on content repository growth by content area and standard. Baseline data from content coverage reports will be compared to post-implementation data to determine how many additional pieces of content were developed. This will provide a means to measure the overall success of the project in increasing standards aligned content resources. *(7/2015) Quantify academic achievement outcomes. The baseline will be length of student engagement, state assessment scores and graduation rates in the immediate three years prior to the grant award. *(Ongoing) Quantify and compare usage statistics within and across each LEA throughout project implementation to determine the extent to which teachers are using Toolkit. *(Ongoing) PM meetings to evaluate progress, identify barriers, and adapt as needed. *(Ongoing) Focus groups held with LEA superintendents, implementation teams, and teachers to obtain qualitative feedback to provide further context to survey data and other quantitative data gathered. Communication: A key to success for evaluation and more broadly the implementation of Toolkit is being an active partner throughout development. IQ uses an Agile software development methodology based on iterative and continuous integration which will promote LEA collaboration and adaptive planning. This adaptive development method yields high quality quick results and will drive our involvement during the development and testing phases.
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 Standards and Content Creation Toolkit (Toolkit) will lead to the following changes in our organizational culture and behaviors: *Students:* Students will be more engaged as they realize the real world applications with a career tech emphasis of what they are learning and receive instruction in a manner consistent with the depth and breadth required by the new standards. This will foster a culture of rigorous expectations and rich connections to real life which will truly prepare students for college and career readiness. Students will also become acclimated to the LMS platform with teacher guidance. *Teachers:* The Standards and Content Creation Toolkit (Toolkit) will enhance teachers' pedagogical foundations so they can design content and deliver instruction that clearly models real world and career tech application to students. Teachers will be able to use the suite of content creation tools to develop and share content with each other as well as other districts across the state. *Additional Teacher Supports:* Teacher walk-through data, observations, and professional growth plans will have goals and expectations that teachers utilize the Toolkit in the manner envisioned. Individual assistance will be given to teachers needing enrichment. This will ensure that teachers adequately convey what a student should know, understand, be able to do, and provide applied/real world examples of Ohio's New Learning Standards. *Curriculum Directors:* Curriculum directors and other personnel tasked with creating content to fill gaps where current content falls short will have a comprehensive, easy to use toolkit at their fingertips. This will provide the support needed to create standard-aligned content. After content is created, it can be uploaded to the platform and shared with districts from across the state. Conversely, curriculum directors will be able to browse standard-aligned content created by other Ohio schools. *Parents:* Parental understanding and involvement with the Toolkit and their child's education is key to the districts in the consortium. Parents will have access to the Toolkit so they may assist their child at home. This could serve as a reference for parents: "What is meant by this standard and how does this translate to real life?" Parents truly care about the education of their child but often don't know how to be more involved. The toolkit gives parents a way to educate themselves on what their child is doing which will increase engagement at home and break down barriers to parent-teacher engagement. The vision of the Toolkit and what it means to student instruction and academic outcomes will be communicated to parents and students via school newsletters, open houses, and other communication channels.

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:

Published February 27, 2013 in Education Week: the article "Teachers say They Are Unprepared for Common Core" cites the study conducted by the EPE Research Center which states that "nearly half of teachers feel unprepared to teach them, especially to disadvantaged students..." American Federation of Teachers director Lisa Dickinson states that "Teachers are under tremendous pressure...the new standards do require a major shift in instruction. And the needed supports really aren't there." (Education week Spotlight on Professional Learning in the Common-Core Era, edweek.org, p.2). There is also a cost to transitioning educational content to the Common Core. It is estimated that schools will conservatively spend $40 MORE per student on instructional materials during their transition to the Common Core (Thomas Fordham Institute, 2012). In 2013, Ohio ranked 12th among the 50 states in the quality of its education system, with only a C+ grade. Probably the single most important effort to improve the achievement of Ohio students comes with the introduction of Ohio's New Learning Standards. To address teachers' pedagogical needs around the new standards the Toolkit outlines exactly what a student should know, understand, and be able to demonstrate for every standard, as well as the real world and career tech applications of the skills and concepts being learned within each standard. Academic achievement and overall college and career readiness among students in Ohio will ultimately be a direct reflection of teachers' pedagogical foundations around the new standards and their ability to effectively develop and deliver content with real world application. However, in Ohio and elsewhere, teachers are struggling with the transition to the new standards along with establishing real world connections. The Standards and Content Creation Toolkit (Toolkit) provides the means to address these challenges and support Ohio teachers as they transition to the new standards and seek to improve student achievement. Engaged students tend to earn higher grades, perform better on tests, and drop out at lower rates, while lower levels of engagement place students at risk for negative outcomes such as lack of attendance, disruptive classroom behavior, and leaving school (Klem & Connell, 2004). The Toolkit provides another viable solution to solving the problem of student engagement. If a student believes something is important, he or she is more likely to remain engaged in the activity. According to Marzano, Pikerington & Heflebower (2011) what makes something important to students has to do with
whether the activity coincides with the student's: (1) self-system, (2) personal goals, and (3) perception that classroom activities are cognitively complex. (1) Self-system - Students bring their own goals to any situation including the classroom. Therefore, if a classroom activity does not seem relevant to a student's goals, that student is less likely to engage and persist. Teachers may make the erroneous assumption that academic goals overlap with students' personal goals. The Toolkit will give Ohio teachers the tools necessary to bridge the gap between a student's academic goals and their self-system to show that they do coincide with one another. (2) Personal goals - Research shows that students are more likely to be engaged when school goals are connected to their personal goals. Students are more likely to engage when their academic and personal goals align. (3) Cognitively complex tasks - When complex tasks involve real-world applications, students make a link between their own goals and academic goals. Students are more likely to see the relevance of learning if, rather than regurgitating facts, they are challenged to solve problems, make decisions, and conduct investigations into things they find applicable to their own lives. Students are also more likely to be engaged in tasks they find to be cognitively complex.

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

* Meet to identify perceived source/s of the barrier/s; * Conduct focus groups with stakeholders to inform context surrounding the problem; * Establish an action plan for the selected solution outlining specific steps to be followed along with new timelines, measures of success, and project deliverables; * Action plan integrated into the digital project management plan and communicate these changes with stakeholders. Lessons learned from this project will be readily available to other districts throughout Ohio. The teacher PD, Toolkit page content and suite of content authoring tools will all reflect a school year's cycle of evaluation and system refinement.

Thomas G. Reed, Ph.D., Director of Research and Assessment Reedeus.com (company name) http://reedeus.weebly.com/index.html

* 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 evaluation will utilize a mixed method approach, more specifically a concurrent triangulation design, to evaluate outcome indicators. Outcome indicators will measure the degree to which milestones and deliverables of the Toolkit project plan have been met, as well as successful achievement of the improved academic achievement SAF goal selected for this project. Quantitative outcome indicators:* *(12/2014) Surveys - feedback on utility of features, time saved functionality, intuitiveness, and overall perceived value. The comparison will show the degree of impact the Toolkit had on teachers' professional growth in relation to the standards. *(6/2015) Quantify increase of content created from start of project to end of the first year disaggregated to have comparative data on content repository growth by content area and standard. Baseline data from the content coverage reports will be compared to post-implementation reports to determine how many additional pieces of content have been developed. This will provide a means to measure the overall impact of the project on increasing standards aligned content resources inherent with the shared services model. *(7/2015) Quantify academic achievement outcomes. The baseline will be length of student engagement, state assessment scores and graduation rates in the immediate three years prior to the grant award. In each subsequent year, it is expected that these outcome measures will improve. *(Ongoing) Quantify and compare usage statistics within and across each LEA throughout project implementation to determine the extent to which teachers are using Toolkit.

* 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.

Superintendents in the consortium have identified implementation leads to oversee project activities at the district level to ensure fluid communication, alignment with project goals/outcomes, and regulate timely implementation of Toolkit. LEA leads and the PM will have access to a digital project management plan resource allowing for a single point of access with real-time updates to track progress of the project throughout implementation. The plan will outline all project components, milestones, and timelines for deliverables, thus providing transparency for all stakeholders. The IQ PM and implementation leads will meet regularly to evaluate progress and determine when there is a need to modify or make a change to the project management plan. When/if measured progress is insufficient to meet project objectives these leaders will: *Meet to identify perceived source/s of the barrier/s; *Identify and review data associated with the identified barrier/s that can be leveraged to better understand the problem; *Conduct focus groups with stakeholders to inform context surrounding the problem; *Propose viable solutions and evaluate their feasibility; *Establish an action plan for the selected solution outlining specific steps to be followed along with new timelines, measures of success, and project deliverables; *Action plan integrated into the digital project management plan and communicate these changes with stakeholders. Lessons learned from this project will be readily available to other districts throughout Ohio. The teacher PD, Toolkit page content and suite of content authoring tools will all reflect a school year's cycle of evaluation and system refinement.

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.

After Toolkit pages are created and loaded, IQ Innovations (IQ) will make the Toolkit available at no cost to all Ohio K-12 schools and districts using iearnOhio and/or the iQity platform(s). The Toolkit will have minimal expenses beyond basic system maintenance found with any software system. The de minimis ongoing maintenance work will be performed by IQ Innovations as a part of their existing efforts to maintain the platform; therefore, the Toolkit will be sustainable without requiring additional funding. Next, beyond the life of the grant teacher PD to use the Toolkit will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period. By providing the Toolkit as a self-sustaining free resource throughout the state, there is also potential for greater efficiency of resources for, and in the classroom. Once a piece of content is created using the Toolkit, it will be uploaded for all teachers to use. Each new content upload will increase the number of content resources available to teachers throughout Ohio. While teachers are currently limited to the content resources they create themselves or are purchased by their district, this project will effectively pool content resources across the consortium and eventually statewide into a single repository. This shared services delivery model will dramatically enhance access to content resources aligned to Ohio's New Learning Standards. This approach also demonstrates the additional value-add potential of the Toolkit beyond the life of the grant. Process indicators will measure the initial degree of program fidelity and provide formative data to guide changes in process goals throughout the project. Outcome indicators will measure the degree to which milestones and deliverables of the Toolkit
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**

The Straight A grant will allow consortium members to implement the Toolkit which will improve academic achievement by enhancing teachers' pedagogical foundations so they can design content and deliver instruction that clearly models real world applications emphasizing career tech to students. The evaluation of the impact of the Straight A funds on student outcomes fits well within the overarching goals of consortium members' overall academic plans and the academic achievement tenet of the Straight A fund. The consortium's long term goals that align with the grant include: 1. Increase graduation rate and ensure that all students are ready for college or career. 2. Increase reading and math proficiency rates as measured by state achievement tests. 3. Meeting or exceeding student value-added growth measurement. In order to achieve these measures of success, consortium members must annually track progress on a series of short-term indicators toward meeting these long term goals. To that end, the focus of the Straight A grant is congruent with measuring annual progress on these indicators. Specifically, consortium members will track progress on: state math achievement tests for grades 8-12, quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. We will also track graduation rate and % of graduates that earn certification in a career/tech program. The baseline will be length of student engagement, state assessment scores and graduation rates in the immediate three years prior to the grant award. In each subsequent year, it is expected that these outcome measures will improve.

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

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

**Implementation of a shared services delivery model**

In addition to the academic goals outlined, the Toolkit also serves as a shared services delivery model as content created will be uploaded to Ohio's free statewide e-learning platform, ilearnOhio (and/or iQity), and shared among each consortium partner, which will lead to increased standards-aligned content resources in the classroom. This approach demonstrates the additional value-add potential of the Toolkit beyond the life of the grant. Quantifiable goals of the shared services delivery model include: *Counts of content created by teachers using the Toolkit. This will take place from start of project to end of the first full year and will be disaggregated to have comparative data on content repository growth by content area and standard. This will serve as the baseline. A count of content will occur each of the 5 years of the grant with the expectation that each year the counts will increase. This will provide a means to measure the overall impact of the project on increasing standards aligned content resources. *Counts of the number of districts, schools and teachers receiving toolkit PD, and registered to use the Toolkit. These numbers will increase each year.

**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.
Our proposal has the potential to not only change how our consortium teaches Ohio's New Learning Standards, and how we acquire and use educational content, but also has the potential to change these practices throughout Ohio. Our technology partner, IQ Innovations, supports the technology solution (iQity) that powers ilearnOhio. ilearnOhio is a comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and a learning management system to facilitate the delivery of course content from multiple providers to various end users. ilearnOhio is administered by the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University, under the direction of the Ohio Board of Regents. After the Standards and Content Creation Toolkit (Toolkit) suite of tools is completed, and pages created are uploaded, IQ Innovations will make the Toolkit available to all Ohio K-12 schools and districts through ilearnOhio and/or iQity. The Toolkit will be available statewide by January 2015, with schools permitted to make their own decisions regarding whether or not and when they want to adopt. As such, the Toolkit will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period. By providing the Toolkit as a self-sustaining free resource to teachers throughout the state, there is also potential for greater efficiency of resources for, and in the classroom. Once a piece of content is created using the Toolkit, it will be uploaded to the platform for all teachers to use. Each new content upload will increase the number of content resources available to teachers throughout Ohio. While teachers are currently limited to the content resources they create themselves or are purchased by their district, this project will effectively pool content resources across the consortium and eventually statewide into a single repository. This shared services delivery model will dramatically enhance access to content resources aligned to Ohio's New Learning Standards. This approach also demonstrates the additional value-add potential of the Toolkit beyond the life of the grant. Lessons learned from this project will be readily available to other districts throughout Ohio. The teacher PD, Toolkit page content and suite of content authoring tools, will all reflect a school year's cycle of evaluation and system refinement.

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.
### Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
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<tbody>
<tr>
<td>Rick</td>
<td>Teeters</td>
<td>614-492-8884</td>
<td><a href="mailto:rick.teeters@ecotoh.org">rick.teeters@ecotoh.org</a></td>
<td>Electronic Classroom Of Tomorrow</td>
<td>133413</td>
<td>3700 S High St Ste 95, Columbus, OH, 43207-4083</td>
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<td>Thomas</td>
<td>Reed, PhD.</td>
<td>614-572-3519</td>
<td><a href="mailto:thomasgreedphd@gmail.com">thomasgreedphd@gmail.com</a></td>
<td>Reedeus.com</td>
<td></td>
<td>6926 Foresthaven Loop, Dublin, Ohio, 43016</td>
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<tr>
<td>Greg</td>
<td>Dye</td>
<td>614-564-1050</td>
<td><a href="mailto:greg.dye@iq-ity.com">greg.dye@iq-ity.com</a></td>
<td>IQ Innovations, LLC</td>
<td></td>
<td>580 North 4th St., Suite 560, Columbus, Ohio, 43215</td>
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<tr>
<td>First Name</td>
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<td>Title</td>
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<tr>
<td>Greg</td>
<td>Dye</td>
<td>V.P. of Operations</td>
<td>Greg will collaborate with the consortia to determine specifications for the Toolkit and serve as the technical lead for IQ, effectively overseeing execution of logistics and implementation.</td>
<td>Greg completed his bachelor's degree in geophysics and his M.B.A. at the University of Akron.</td>
<td>With over 20 years of experience, Greg is a multi-disciplined executive with a broad background in IT systems development and implementation, business management, operations, quality assurance, customer service and project management. Throughout his career he has shown a proven ability to select, train and lead cross-functional teams to achieve ambitious goals on time and on budget. Greg has led projects from large scale enterprise-wide ERP builds and implementations down to small business third party software configurations. In his current role as VP of Operations, Greg provides leadership and overall management to the development, quality assurance, business analyst, client support and project management teams. This has spanned major educational product feature enhancements and roll-out of the statewide iLearnOhio platform. Discovery, implementation and maintenance of strategic partnerships with educational administration and educational content providers are a major focus. He has overall responsibility for the high quality and feature rich user experience of each of the products offered. Greg regularly interfaces directly with educational administration and content providers to translate feedback into consumable requirements for development and optimizes internal processes and procedures for the most efficient and productive results.</td>
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<tr>
<td>Tyrone</td>
<td>Olverson</td>
<td>Superintendent</td>
<td>Responsibility: Tyrone will serve as the consortium's lead as well as the implementation lead in his district (Finneytown Local Schools) wherein he will be responsible for oversight and administration of the grant to ensure the project vision is realized, funds are disbursed appropriately, and timelines are met.</td>
<td>Qualifications: Tyrone holds a master's degree in education and has completed all coursework for his Ph.D. (ABD).</td>
<td>Prior experience: Tyrone has over a decade of experience as an educational administrator. Olverson is currently the superintendent of Finneytown Local School district. Before becoming superintendent, Olverson served as the director of K-12 curriculum and instruction. Prior to coming to Finneytown, Olverson served in numerous administrative capacities including high school principal, junior high school principal, elementary school principal, and high school assistant principal.</td>
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<tr>
<td>Sarah</td>
<td>Hanka</td>
<td>Director of Curriculum</td>
<td>On this project Sarah will oversee the development of the</td>
<td>Sarah is a graduate of Kent State University with a bachelor's</td>
<td>Sarah has been involved in curriculum management for the past 10 years working with school districts to continue</td>
<td>No</td>
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<td><strong>Toolkit</strong></td>
<td>pages aligned to each standard, the content creation framework, and teacher professional development to use the Toolkit.</td>
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<td><strong>IQ Innovations</strong></td>
<td>degree in English and a master's degree in Curriculum, Technology and Education Reform from University of Illinois at Urbana-Champaign. Sarah also holds an Administrative Specialist license for Curriculum, Instruction and Professional Development. to improve digital content, lessons and assessments for Common Core State Standards and other academic standards.</td>
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<td><strong>Kate Morris</strong></td>
<td>On this project Kate will Acts as the tactical lead for cross-discipline teams throughout the Starter Kit project handling day to day communications between consortium stakeholders and the IQ Innovations team ensuring project deadlines are met and completed in the manner envisioned. Kate has a bachelor's degree in economics and journalism from Ohio Wesleyan University. Kate has 9 years of project management experience. Her career covers a diverse history in project management dealing with multimillion dollar accounts in fields ranging from health care and pharmaceuticals, marketing, E-commerce, search engine optimization and K-12 education. Kate's primary responsibilities at IQ Innovations are overseeing the management of software development practices and major client initiatives ensuring that projects are completed on-time and as envisioned.</td>
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<td><strong>Thomas Reed, PhD.</strong></td>
<td>Thomas will oversee program evaluation of the Toolkit project. After graduating from Ohio State University with a Bachelor of Science degree in 1985, Reed enrolled at the University of Dayton where he earned a Master of Science degree and State of Ohio Superintendent's license. In 2003, he was awarded a Fawcett Scholar Fellowship at The Ohio State University, completing his Ph.D in 2005. Dr. Reed is a professional evaluator at Reedeus.com, a knowledge management company that specializes in behavioral change measures. As the Director of Research and Assessment, Thomas promotes the successful planning, implementation, monitoring and evaluation of evidence-based strategies in preK-12 education throughout Ohio and the U.S. Formally trained in organizational leadership as well as quantitative statistical modeling and analysis, Dr. Reed is an artful informaticist who fluently speaks both the language of theoreticians and practitioners to help them &quot;explore, understand, and synthesize.&quot;</td>
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<td><strong>IQ Innovations</strong></td>
<td>The consortia will work with our technology partner, IQ Innovations, to implement the Standards and Content Creation Toolkit (Toolkit) project and develop appropriate user-training modules during the grant timeframe. For this initiative IQ will serve as the consortium’s partner handling Toolkit configurations, system maintenance, and uploading content for consumption by consortium members. IQ will also disseminate uploaded content to the state via ilearnOhio. Established in 2007, IQ Innovations has extensive experience in large-scale transformational education technology initiatives from inception to completion. IQ’s Learning Management System (LMS), iQity, was originally created to meet the unique LMS and digital curriculum needs of the K-12 education market. This process involved utilizing extensive input from teachers, administrators, parents and students. Across all of these K-12 ilearnOhio is Ohio’s version of iQity rebranded as a statewide virtual clearinghouse for digital courses offered by multiple publishers for all Ohio students in grades K-12. ilearnOhio provides a comprehensive e-learning platform and digital curriculum funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and an LMS provided at no cost to facilitate the delivery of course content from multiple providers to various end users. ilearnOhio is administered by the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University, under the direction</td>
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ilearnOhio and/or the iQity platform. educational entities, iQity is supporting over 51,000 users and has the capacity to handle 2,000,000.
of the Ohio Board of Regents. In California, iQity was rebranded in August of 2010 as CaliQity and is delivered to students in collaboration with the California K12 High-Speed Network (K12HSN). The system went live for the state of California to deliver a common statewide LMS, along with a digital curriculum repository and marketplace to all schools. K12HSN is available in 79% of California schools and there were 8,600 active CaliQity users for the 2012-2013 school year. The California Department of Education commissioned K12HSN to deliver access to a reliable high-speed network for educators and students of the State. K12HSN is a state program funded by the California Department of Education. K12HSN is operated by a consortium consisting of Imperial County Office of Education, which serves as the Lead Education Agency, Butte County Office of Education, and Mendocino County Office of Education.

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Rick</td>
<td>Teeters</td>
<td>Superintendent</td>
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<td>Rick will serve as the implementation lead for ECOT and be responsible for oversight and administration of the grant within ECOT to ensure the project vision is realized, funds are disbursed appropriately, and timelines are met.</td>
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<tr>
<td></td>
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<td>Rick completed his bachelor's degree in elementary education from Ohio University and a master's degree in educational administration from Ashland University.</td>
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<td>Rick has 26 years of experience in education with 16 years in various administrative roles (Assistant Principal, Intermediate Principal, K-12 Curriculum Director, EMIS Coordinator, Director of Continuous Improvement). Rick has successfully managed large-scale program implementations such as RttT, RTI, CCSS, OTES and OPES. These multi-year/multi-million dollar initiatives were geared towards improving instructional capacity and student outcomes.</td>
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