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Adjusted Allocation: 0.00

Remaining: -7,728,192.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Learning RE-Engineered

2. Executive summary: Please limit your responses to no more than three sentences.
Learning RE-Engineered is designed to re-engage struggling learners by re-designing classroom instructional practice to meet the reality of today’s fast paced, technologically advanced world. Students will take ownership of their own learning using three highly engaging instructional programs aimed at keeping struggling learners in school and preparing them for careers and/or college by giving them the opportunity to attain work credentials. To acquire the contemporary learning instructional practices needed to transform teacher delivery methods and classroom instruction, teachers will engage in blended learning institutes that focus on empowering disengaged and struggling students with the ultimate goal of reducing the dropout rate, retaining students within the district, and preparing students for college and career.

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.

5625 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
Vikki Clemons
Organizational name of lead applicant
Hamilton County Educational Service Center
Address of lead applicant
11083 Hamilton Avenue, Cincinnati, Ohio 45231
Phone Number of lead applicant
513-674-4212
Email Address of lead applicant
vikki.clemons@hcesc.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
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

Many high school students are disengaged, dropping out, or unprepared for college and careers. According to the Ohio Education Research Center, from 2006-2010 more than 112,000 students in Ohio dropped out from both traditional and Community schools. In 2010, more than 23,000 students dropped out across the state. Ohio schools are failing to meet the needs of these students. Forbes reports 40% of high school students are chronically disengaged from school. Research indicates several factors must be present to motivate the disengaged. Students need to feel competent, to see a direct link between actions and outcomes, to have some control, to see tasks as having interest or value and finally, completing the task needs to bring a sense of belonging. High schools need to be transformed. The world is changing rapidly, yet classrooms are still structured in the format that has existed for the last century. A transformation of teacher practice is needed to support today's students so they can meet the demands of the real world. Teachers need the following foundational skills in order to transform their instruction from teacher as expert to student as problem solver: *Empower students to own their learning for college or career pathways, *Integrate authentic technology in daily instruction, *Become a globally connected educator, *Create a collaborative classroom, *Build authentic problem solving skills, *Foster creativity in students, *Develop social/emotional learning, and *Revive the resistant learner. Teachers need the opportunity to learn using a variety of modalities including traditional professional development sessions paired with online learning, participating in collaborative discussions and projects. They also need to practice the innovative instructional skills in their classrooms with the support of colleagues and ongoing coaching.

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

To be successful, students need to think critically, communicate effectively, demonstrate creativity & engage in collaboration. Learning RE-Engineered will empower student-driven learning while transforming teacher practice. An institute for educators, Contemporary Learning Institute, will be developed to alter current practice from teacher-led to student-centered instruction where students take an active role in shaping their learning. This institute will be an interactive model, initially consisting of 3 cohorts of secondary educators promoting 21st Century skills, in a blended model which includes face-to-face meetings, online learning, collaboration opportunities & facilitated coaching. Students will participate in highly engaging research based programs that embed the aforementioned skills. These programs will provide the opportunity for teachers to practice the innovative instructional skills while students are engaged in active learning. Although the purpose of this grant is to transform secondary education for the 5625 students directly involved, the ultimate outcome will impact all 505 teachers (K-12) in the consortium through participation in the institutes, thus impacting 8950 students. Through this pilot, demonstration sites will be replicated having exponential impact on transforming secondary education locally, regionally & statewide. Learning RE-Engineered offers proven programs that embed the desired outcomes of the teaching institute. Teachers will use Rock & Roll Academy, Usher's Music Industry Leadership 101, Smart Horizons & Contemporary Learning Sites to launch the transformation of their own teaching practice. Furthermore, to meet Governor Kasich's mission of graduating students who are college & career ready, this project includes a mentor component comprised of community role model & business leaders to assist students in building a network to the real world upon graduation. Rock & Roll Academy: Music-based program where students work in small groups with a facilitator to teach themselves & group members how to play musical instruments & perform the selected piece. Through this social & emotional learning model, students learn to negotiate, compromise, internalize motivation, develop self-direction & become autonomous, responsible members of the group. Usher's Music Industry Leadership 101: Online blended & career focused elective course that teaches skills necessary in the Marketing Career Pathway. Students are highly engaged since the course is built around a contemporary pop artist. Marketing skills, such as branding, the importance of marketing, career exploration, career readiness & teamwork in the music industry, are embedded in the content. Each lesson provides learning outcomes & culminating performance-based projects. Smart Horizons: Online career based program that prepares students for a career. Students select their career credential, ensuring they see their learning as applicable to their life goals. Learning is personalized & students have an opportunity to earn a High School diploma & a credentialsed career certificate. Students will be paired with a mentor from the community to help develop strong role models & further opportunities for career exploration within their community. Contemporary Learning Sites: Teachers in the institute will begin to transform their classrooms by providing a student centered, project based approach using a range of technologically advanced tools to engage their students in authentic problem solving. Teachers will employ strategies that foster the creative thinking process. Classroom walkthroughs of these sites will show engaged, motivated students learning in a collaborative environment. The cohort teachers' classrooms will morph into demonstration sites for others to see how they are incorporating contemporary learning in their classrooms thus developing a culture of learning from one another & sharing ideas.

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,
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
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)

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.

All district applicants associated with this grant have an ODE Report Card for 2012-2013. Accordingly, all district applicants have submitted a Supplemental Financial Reporting Metrics table as part of this completed application. While the ESC member of the grant consortium is not required to submit a Supplemental Financial Reporting Metrics table, as the metric of “per pupil expenditure” is not applicable to an ESC, the nature of the financial relationship between the ESC and the district(s) served enables the explanation of an anticipated degree of impact on per pupil expenditures. Through the direct efforts of the ESC to design and implement what will be a highly effective, efficient and productive model, each of the districts will experience positive financial outcomes, including per pupil expenditures, particularly when viewed as an aggregate metric over the course of the five-year implementation period of the grant. While some districts anticipate more significant differences than others, the overall change in per pupil expenditures is a reduction of $102 and the overall change in projected expenditure per equivalent pupil is a reduction of $87. The average across the consortium is a reduction of $25.50 for projected expenditure per pupil and a reduction of $21.75 for equivalent pupil. The differences range from a reduction of $13 to a reduction of $36 for per pupil expenditure and from a reduction of $11 to a reduction of $31 for per equivalent pupil. The net estimated sustaining cost reductions for the 4 districts ranged from $132,700 to $253,815 with a total estimated cost reduction of $742,515. Individually, these districts would not have been able to generate this degree of results, nor would the ESC on behalf of their districts.

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.

7,728,192.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Total Allocation: $7,728,192 OBJECT CODE 400: Purchased Services $3,712,887 FUNCTION 2200: Support Services HCES $125,000 o Project Lead-200 days over 6 yrs. @ $625/day with contract for overseeing entire project[$125,000] SRG Technology $185,000 o Technical Project Management for 75 days @ $1000/day with contract for professional service for sustaining project for 6 years including initial setup, integration, customization, ongoing support, design of web-based resource depository & site, processes & procedures for populating site [75,000] o Filming & hosting all Institute Courses [$110,000] Beanstalk Innovation $50,000 o Project Management Support for 50 days @ $1000/day for 6 years including overall coordination, support & liaison with vendors [50,000] Center for Collaborative Solutions - Council of Governments $2,769,050 o Project Implementation Manager [1FTE @ $118,800/year for salary & fringe benefits] with contract for 6 years to work with consortium members & Beanstalk Innovation to oversee fidelity & sustainability of project [5,712,800] o Site Technical Project Manager [110 days over 6 years @ $57,750 for salary and fringe benefits] to coordinate consortium members linkage with District Technical Implementation Managers & use of BlenderLearn [$57,750] o District Technical Implementation Managers [25 days/yr @ $525/day for 6 yrs; 1 per district[(4*25)*$525=$52,500 per yr] to support Blender initial & subsequent data entry, training & technical assistance for accessing online resources for educators & students [$315,000] o Facilitation of Instructional Design Teams for each institute to build capacity to sustain effective practices at descending rate of 20 days yr 1; 5 days yrs 2-4; 3 days yr 5; 2 days yr 6[40 days over 6 years @ $525/day; $21,000] o Instructional Design Teams [40 days over 6 years @ $1000/day $40,000] for research, identification, development & delivery of professional development content. 2 team members per institute [10 designers] 40 days each; (20 days year 1; 5 days year 2-4; 3 days year 5; 2 days year 6 @ $1000/day) [400,000] o Delivery of instruction including ESC Support & Train-the-Trainer Development @ $500 per institute [5 institutes *500] * $500] [$1,262,500] University of Cincinnati $381,337 o Formative & Summative Evaluation Services for 6 years District Reimbursement $112,500 o Subs for PD for 100 teachers for 5 days $100/day [$50,000] o Stipend Costs-PD for Rock & Roll Academy (RRA),
If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

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

Learning RE-Engineered is designed to be self-sustaining for the six years of the project and beyond. The initial intent was to negotiate purchases and services utilizing perpetual licensing and detailed service contracts for the six-year period of time so as to incur only one-time costs and minimize recurring costs. This approach ensures a financial model of decreasing cost for increasing numbers of users. Recurring costs associated with this project are limited to: "Providing substitute teachers for the time that teachers are involved in professional development during the school day for the remaining five years of the grant. The anticipated cost during FY15 is $50,000 for 5 days for 100 people @ $100/day. This will decrease throughout the 5 years due to built in PD days, online training and networking opportunities. All other costs associated with Learning RE-Engineered are frontloaded in year one of the grant period through either perpetual licenses or six year contingency contracts with partners specifically detailing the terms of services and/or products to be delivered each year of the sustainability period. Documentation is on file for review. HCESC & districts anticipate that recurring costs for substitutes will be a total of $89,977.00 per year or $44,986. Due to online training, professional days already in the calendar & negotiated contracts which do not require compensation, these amounts are offset by reallocation of resources and cost reduction measures as indicated in the explanation column of the districts' Financial Impact Tables. The Financial Impact Tables (FIT) for all consortium members show commitment to sustaining the project through assuring that ongoing spending is offset by expected savings and reallocation of existing resources which are verifiable, permanent and credible for 5 years. The combined data from the FIT show recurring costs in the total amount of $44,985 with $8,997-FY16, $8,997-FY17, $8,997-FY18, $8,997-FY19 and $8,997-FY20. The combined data also show the total sustaining cost reductions over the 5 years to be $787,500 with $157,500-FY16, $157,500-FY17, $157,500-FY18, $157,500-FY19 and $157,500-FY20. The total aggregate cost reduction indicated is $742,515. Supporting details found in the FIT and explanation column indicate: Object Code 3.010: SC $36,500 - support of substitutes Object Code 3.020: SC $8,485 support of benefits Object Code 3.030: CR $787,500-students returning from credit recovery or alternative program Resulting in a total Cost Savings of $742,515

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 costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Yes

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.

742,515.00 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

The nature of the Learning RE-Engineered project provides cost savings to participating districts. Estimated aggregated cost savings for the consortium is $742,515 or an average of $148,503 annually over the next 5 years. Through project implementation, districts will realize longer-term savings on professional development costs while simultaneously motivating the struggling and disengaged student and improving classroom instruction. This translates into improved student learning and achievement which will reduce the need to purchase intervention and support services. Providing motivating student learning opportunities will also reduce the number of students attending alternative schools and credit recovery programs, which currently cost the district money. The financial strategy behind the long-term nature of this project is unique in the education sector. Traditionally, districts incur expenses for professional development independent from one another. Each district identifies its professional development needs, budgets for them, and purchases materials & services for their staff. Conversely, this project proposes collaborative development of a professional learning platform & network for educators within the Cohorts of the Institutes. The goal is to provide the PD to all of the teachers in the districts over the 6 years. The Financial Impact Tables (FITs) from the 4 participating districts and the ESC reveal that the ESCs’ expected cost savings is reflective of the districts’ cost savings as a result of implementing this project. The 4 districts show a cost saving totaling $787,500 for the five years of the project. The cost savings will be
reflected in the professional development and a decrease need for subs to cover individual teacher PD events through the life of the grant. These savings are offset by the $44,985 in recurring costs. Recurring costs will be for subs and benefits so 7th -12th grade teachers can complete all institutes. The aggregated FITs for the participating members show cost savings in the total amount of $148,503 FY16, $148,503 FY17, $148,503 FY18, $148,503 FY19 and $148,503 FY20. Through Learning RE-Engineered, the districts and the ESC proactively address a growing population of students who are struggling and disengaged, resulting in increased absences, increased dropout rates and failure to graduate. Through transforming education that will actively engage the student through this initiative, HCESC is confident this collaborative approach will sustain high levels of student engagement thus decreasing the need for alternative school options such as out of district placements and credit recovery and an increase in students graduating from high school and being college and career ready.

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.

Hamilton County Educational Service Center (HCESC) designed Learning RE-Engineered as a self-sustaining initiative for the project’s 6 years of implementation and beyond. This project is not only expenditure neutral but has an aggregated cost savings for FY16-FY20 of $742,515. Increased ongoing spending is offset by expected savings and reallocation of existing resources as outlined in the Financial Impact Tables (FITs). All spending reductions are verifiable, permanent and credible. Purchases and services were negotiated on a contingency basis pending award of the Grant utilizing perpetual licensing and detailed service contracts for the entire grant period. This way, only one-time costs and minimal recurring costs would be incurred for consortium members. The consortium worked with each participating vendor to provide services, equipment or products, and negotiated contracts with detailed service provisions, maintenance and replacement of equipment, if feasible and available, for each year of the contract through 2020. HCESC entered into a 6-year contract with Beanstalk Innovation to provide Project Management and overall coordination support for the project including developing relationships and working with vendors to negotiate perpetual licenses for Usher's Music Industry Leadership 101, Rock & Roll Academy and Smart Horizons. Beanstalk Innovation negotiated the purchase and pricing of the digital platform licenses based on perpetual licensing prices allowing the consortium districts to provide access to all current teachers, administrators, and students throughout the six-year grant period and beyond. All costs associated with the original design and development of the digital platform, the integration of existing and currently used district data systems, customization of platform, online professional development, and Technical Project Management are included in the 6 year service contract with SRG Technology. Professional development for teachers through the Contemporary Learning Institutes will be a blended learning model which provides online and face to face with trained facilitators. District leaders and administrators will continue to monitor and ensure the implementation of contemporary learning practices as part of their daily roles and responsibilities. The Center for Collaborative Solutions - Council of Governments has agreed to enter into a 6-year contingency contract with the consortium detailing annual services for the provision of Project Implementation Management, Site Technical Project Management, Instructional Facilitation, Design and Delivery Team, which includes the research and development of prototypes for professional development and resources. In addition, HCESC has negotiated a six-year contract for the support of District Technology Implementation Managers on a limited decreasing contract basis each year for support to the school sites in updating new data entries and support. HCESC has negotiated a 6-year contract with the University of Cincinnati, Economics Center, for evaluation services. The Learning RE-Engineered Consortium has negotiated a contract with HCESC for Project Leadership services over the course of the six years at a descending number of days. HCESC expects that professional development supplies and reimbursement to districts for substitutes and stipends will be one-time costs during the first year of the Grant and will not require recurring or sustaining costs. All contract negotiations are contingent upon the award of this Straight A Grant for Learning RE-Engineered.

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

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<tr>
<td>When focusing on low-performing secondary schools, there is an imperative to create a climate for student achievement and success as early as possible, especially when students may already be significantly below grade level expectations. Therefore, Hamilton County Educational Service Center (HCESC) conducted the following activities during the planning phase of the Learning RE-Engineered initiative. Planning Phase: *Held visioning, discovery, and research sessions (to include analyzing district data and needs) *Established and executed committees for Grant Planning *Aligned Instructional Practice Transformation to Professional Development Market Offerings *Conducted Superintendents Meetings, District/Partnership Meetings, Partner/Provider Meetings *Conducted Webinars and Regional Straight A Meetings *Reviewed Successful Round I Applications *Developed a Communication and Coordination Plan *Secured District Partnerships *Partnerships were formed with Beanstalk Innovation, SRG Technology &amp; Center for Collaborative Solutions *Negotiated 6 year contracts, perpetual licenses/service agreements &amp; Implementation timelines with partners contingent on timing and grant award *Secured and analyzed district data *Secured partnership with University of Cincinnati to develop &amp; conduct evaluation plan *Developed an evaluation plan *Established position of Project Implementation Manager &amp; Technical Project Manager *Developed the First 30 Days Critical Action Plan *Held pre-screening of potential candidates for Implementation Manager and Technical Project Manager positions *Outlined future planning needs over 6 year period</td>
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<td><strong>Anticipated barriers to successful completion of the planning phase</strong></td>
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<td>Some implementation barriers were identified during the planning phase of Learning RE-Engineered: BARRIER: Developing a creative vision of a truly innovative solution to existing issues based on data analysis. Solution: HCESC worked closely with partners that have proven success in innovative solutions as well as experts in analyzing data. BARRIER: Lack of initial understanding regarding individual district financial sustainability capabilities. Solution: The team worked closely with each district treasurer, both individually and as a group, to ensure that the financial information needed was consistent throughout the application. BARRIER: Creating and asking each district to complete a Readiness Audit, which accounts for the physical room requirements and connectivity needs. Solution: HCESC consulted with its partners to ensure all components needed in the Readiness Audit were available. BARRIER: Timeliness of notification of grant to allow for time for employing key personnel Solution: The potential for delay and timing of award date will be mitigated through recalculating the project timeline and taking preventive measures for notification and action in absence of key personnel.</td>
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### 18. Implementation - Process to achieve project goals

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<td>Predicated on comprehensive needs assessment completed with district leadership during planning phase of Learning RE-Engineered, Hamilton County ESC will examine the status of teachers, students &amp; community to identify areas of need. Results will drive the nature &amp; sequence of professional development, the focus of innovative learning for students &amp; community integration activities delivered. Implementation Phase: PHASE I *Notify partners &amp; stakeholders of award &amp; implement First 30 Days of Critical Action Plan PHASE II *Hire Implementation &amp;Technical Project Managers *Secure contracts with partners &amp; resources for physical space identified in the Readiness Audit *Organize Cohort 1; schedule Contemporary Learning Institutes(CLIs) *Form Design Teams to assimilate procured &amp; open source professional development content for CLIs *Convene Advisory Board of principals, district &amp; ESC personnel &amp; other partners for ongoing progress monitoring, communication, coordination &amp; project execution PHASE III *Launch Blender- platform hosting online components of CLIs, three elective courses &amp; serving as epicenter for sharing best practices *Set up Rock &amp; Roll Academy Demonstration Site(s) in round 1 schools for Cohort I teachers &amp; students *Begin student &amp; teacher baseline/formative data collection in sites (surveys, observations and classroom walk-throughs, attendance, discipline referrals &amp; student grades)(OCCURS IN PHASES III, IV, V) *Design Teams refine &amp; organize CLIs, including online components accessible through Blender(OCCURS IN PHASES III, IV, V) *Train Cohort I teachers in CLIs PHASE IV *Continue to train Cohort I teachers; begin Cohort II *Prepare &amp; ready demo site in more schools for implementation of additional instructional models for second semester PHASE V *Design Team continues to refine CLIs based on participant feedback &amp; student achievement impact *Begin Cohort III *Prepare &amp; ready remaining demo sites</td>
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<td><strong>Anticipated barriers to successful completion of the implementation phase.</strong></td>
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<td>Some barriers were identified during the implementation phase of Learning RE-Engineered: BARRIER: Award date may be delayed resulting in minimal time to go from planning to initial project implementation Solution: District leaders will inform staff of grant application and expectation of holding dates for the August institute BARRIER: Securing the demonstration sites in a short time period Solution: HCESC will work with partners that have successfully created demonstration sites in other locations BARRIER: Identification of additional professional development content needed to populate the CLI Solution: Design Teams will utilize open source content that aligns and supports the objectives of the CLI BARRIER: Possible early refinement of content in CLI based on user feedback Solution: HCESC will utilize Design Teams to mitigate this barrier</td>
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### 19. Summative Evaluation - Plans to analyze the results of the project

<table>
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<tr>
<th>Date Range</th>
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<tr>
<td><strong>List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).</strong></td>
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<td>HCESC, in close collaboration with the key stakeholders, will develop data collection instruments to capture data points about student attendance, discipline and graduation rate. These include survey instruments, interview protocols, participation records/sign-in sheets, implementation milestone records, classroom observation protocols, and the methodology of preparing project records for review. Semi-annual reports will be prepared regarding compliance with the implementation plan. At the end of each year, intermediate summative analyses will determine the degree of impact of the project and inform the implementation for the following academic year. The final comprehensive summative evaluation will review the project activities, report on the results of the analysis of the attainment of the set goals,</td>
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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 National Academy of Science’s Research Council states that learning and succeeding in school requires active student engagement. Engaging adolescents, including those who have become disengaged and alienated from school, is challenging. Academic motivation decreases steadily from the early grades of elementary school into high school. Furthermore, adolescents are too old and too independent to follow teachers’ demands out of obedience, and many are too young, inexperienced, or uninformed to fully appreciate the value of succeeding in school. Learning RE-Engineered is an innovative solution that will promote the academic engagement needed for students to succeed in
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.

**Evaluation Primary Contact: Michael Jones, Ph.D. University of Cincinnati Director of Research, Economics Center 225 Calhoun Street, Suite 370 Cincinnati, OH 45221 This will be an external evaluation conducted by the University of Cincinnati**

* 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 data for the student achievement goals will come from the Advanced Report Cards information provided on the Ohio Department of Education's School Report Cards website. Because the project will be implemented at the building level, we will obtain school building data for the academic year for the set of school districts. We will compare the change in the academic measures in the evaluation year relative to the previous academic year. However, just looking at changes over time may not produce an accurate estimate of the project's effect on student outcomes. If other changes occurred in the school district over the same time period that were unrelated to the project, then an evaluation cannot properly attribute all of the effects to the project. In order to provide an accurate evaluation, we will conduct the analysis by including a similar or "control" school district in the data. In other words, we will not just look at the change in student outcomes for the school districts that implemented the project, we will also look at the change in student outcomes for those school districts that have similar characteristics to the project districts, but did not implement the project. Then, we will look at the "difference in differences" between the two school districts. The underlying assumption is that in the absence of the project, the school districts would have followed the same trend.**

**Similar school districts will be identified by the Similar Districts list calculated by the Ohio Department of Education. Imagine that the project school district saw a three percentage point increase in graduation rates in the following year after implementing the project. At the same time, the matched similar school district without the project saw a two percentage point increase in graduation rates. The evaluation would conclude that the project caused a one percentage point increase in graduation rates - not a three percentage point increase.**

* 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 University of Cincinnati Economics Center will analyze the data provided by the data collection instruments introduced over the course of the project. For example, the output from surveys and participation records will be analyzed and reported over the course of the project. Through these data collection instruments, the Economics Center will be able to determine if the project is being implemented efficiently and effectively according to the details provided in this application. Information and data gathered through the evaluation process will be continually reviewed and analyzed by the Learning RE-Engineered Advisory Council, Project Lead, Project Implementation Manager and Design Team to determine adjustments in course of action for implementation plan. After the first year, the findings from the evaluation report will be posted on the Economics Center website. The results from this first year will be informative in providing information to making any changes in the program for subsequent years. In addition, the Economics Center will disseminate the report to thousands of its readers through an electronic newsletter. Finally, the Economics Center will host a conference call at the end of the first year of the project grant where education providers in Ohio will be invited to participate and ask questions about the project's implementation.**

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.
Learning RE-Engineered will implement ongoing strategies and activities that empower school leaders and existing teachers through the acquisition of new skills and knowledge. Through the delivery of scientifically based professional development and consistent use of data, school leaders and teachers will internalize new skills and attain a sense of ownership, both critical in creating a climate of accountability and project sustainability. Institutionalizing change in a school community is a great challenge. Cunningham and Gressis, critics of some of the latest educational reform efforts, noted that these "quick fix and solution of the year approaches have proven to be very ineffective." They further captured the essence of what HCESC believes; that when educational reform is not institutionalized, it not only creates stakeholder apathy and an enormous amount of wasted public funds, but it affects the long-term success of reforms. Therefore, Learning RE-Engineered is built on a foundation of stability, with its critical components facilitating a solid sustainability plan that will help ensure the initiatives implemented will remain even after the cessation of funding. Sustainability Factors: *Parents and community members who come to value the project's activities, the improved performance of teachers, and the increased achievement of students will demand the continuation of project methods and activities. If the project is truly effective in meeting its goals, the community will not permit it to be discontinued.* *The leadership of the school director is crucial in the establishment and maintenance of a student-centered school culture that has as a primary goal doing whatever is necessary to assist all students in meeting academic and life skill goals.* *Teachers want to be effective and successful. If they learn and master new skills that show improved results with students, they will continue to employ them. Through project activities, the district's current teaching staff will become empowered to design their own professional.* Learning RE-Engineered Projected Outcomes: *Increased student attendance and graduation rate* *Decrease in discipline referrals* *Enthusiastic students who are able to negotiate, collaborate, problem solve and be creative in the 21st Century classrooms and workforce* *Educators who understand, through participation in the Contemporary Learning Institute, that the best type of learning emerges in the context of supportive relationships in which students are guided to be aware of and to manage emotions, develop empathy for others, build positive relationships with those around them, and make responsible decisions* *Quantitative and qualitative data will be gathered to measure the growth of effective practices, knowledge, and skills of the participants. Significant changes in the ability to build the human capital of educators are predicted.* *By the end of the 6-year grant period, approximately 505 teachers will have attended the Institute. These educators will be a great resource as Learning RE-Engineered is available to other districts in the region and within the state. With the sustainability factors listed earlier entrenched in many core activities of the project, HCESC expects that Learning RE-Engineered will achieve all the abovementioned outcomes and will be sustained when funding concludes.*

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 Economics Center will track graduation rates, attendance rates, dropout rates, discipline referrals, suspension rates, and transfer rates using Advanced Report Cards information provided on the Ohio Department of Education’s School Report Cards website. Success against the goals described in question 9 will be tracked as data is provided by the Ohio Department of Education on an annual basis. At the end of the project, the Economics Center will determine if the goals were met based on the methodology described in question 22. Preliminary success points will be determined by converting the end of project goals to annualized targets. For example, the discipline referral goal is a reduction of 10%. If the annual decrease in discipline referrals is 2%, then the project is on track to meet its goals. The Economics Center will provide an annual update on these goals so that corrective steps can be taken if the goals are in jeopardy of not being met. In addition, the Economics Center will evaluate the pre-post assessments that measure student motivation and interest in school, critical thinking skills, communicating effectively, creativity, and collaborative skills. Student achievement success will also depend on parental involvement, and the pre-post assessments will be completed by parents. All nine data points indicated in Question 9 will be evaluated and data will be reported to the Advisory Council for review.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

A stated goal is to implement a greater share of resources. The success of this relies on the participation of all of the districts & the ESC in this grant. The Economics Center will monitor participation rate of all members. If one of the school districts or the ESC does not participate in the project, the Center will note the reasons provided so that steps can be taken by the project team to mitigate or eliminate the barriers to participation. The Center will measure participation by documenting contributions and attendance for scheduled meetings & conference calls. Because this project relies strongly on existing staff at participating school districts, the future sustainability of this project becomes possible. The Center will monitor the districts’ need for credit recovery & alternative program placements. Districts will complete annual reports indicating money spent in these areas. If a decrease is not comparable to the goals established, the Center will note the reasons provided by the district so steps can be taken to mitigate this in future years. Teachers & administrators will have increased time for instruction and leadership. This will be measured by comparing the number of discipline referrals prior to teaching institute participation vs. post participation. Teacher training for this project will be provided through the institute. Because the first cohort of teachers in the institute will act as mentors, the Center will track the utilization of these teachers by future cohorts. A preliminary success point will be reached if half of the mentors are effectively being utilized by future cohorts. Community members will be directly involved in this project. The Center will monitor the number of community volunteers across districts. Because all participating schools will use multiple data measures to inform instruction with a longitudinal dataset, the Center will use this data in its evaluations of goals & objectives. See data points in Q8.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes
25. Is this project able to be replicated in other districts in Ohio?

- Yes
- No

* Explain your response

Learning RE-Engineered is a comprehensive and sustainable solution that delivers measurable results. It is because of this that the project is replicable to scale across the region, state, and districts nationwide. Hamilton County Educational Service Center (HCESC) is uniquely positioned, through its strategic partnerships, to build bridges between federal and state agencies by delivering value-driven solutions and processes to facilitate change through a systems approach to reform and innovation. Furthermore, HCESC recognizes that every student deserves access to the educational resources that prepare them for career opportunities. Therefore, it is committing all its resources to ensuring project success, sustainability and replication. The power behind this proposal is that the plan for replication, along with the ease and cost effectiveness with which it may be replicated, will be part of the overall design from the beginning. Learning RE-Engineered not only strives to develop a system that produces results, but a map for replicating what is believed to be a value creating, cost saving, result producing design. HCESC anticipates four levels of replication that may ultimately result in nationwide implementation of the Learning RE-Engineered solution: 1. Additional districts/schools within Hamilton County based on ease of facilitating these additions due to proximity of first round districts and HCESC 2. Districts within the neighboring counties of HCESC- Existing partnerships and service relationships would help facilitate these additions 3. Regional implementations throughout Ohio - The rationale behind a regional approach is based on the foundational concept of community and premised by the assumption that interactions with educators within their own regions would help with the transition and networking opportunities. 4. This design will become a model that is replicable beyond the geography of Ohio and as such becomes a viable model of professional learning networks on a national scale through connections with national partners such as the Association of Educational Service Associations (AESA) or similar organizations. HCESC understands that to successfully replicate this student re-engagement solution across the state of Ohio, each subsequent district's membership would require a communication plan, a design plan and time to develop both. Therefore, additional measures will be implemented to facilitate the process. HCESC would provide resources, namely users of the system, to assist with effectively conveying the value proposition of the new learning environment, essentially telling the story of their journey. Furthermore, HCESC will provide a team of experienced practitioners who can assist other schools and school districts in replicating the support system by keeping a planning, implementation, monitoring and evaluation journal of successful practices and perils of which to be aware. Partnerships with the Rock & Roll Academy, Usher's Music Industry Leadership 101, and Smart Horizons, along with the Contemporary Learning Institute to launch the transformation of teaching practice is yet another way that HCESC is leading the charge in this student re-engagement movement. Ultimately, the learning community created as a result of Learning RE-Engineered will extend well beyond Ohio to encompass a true sense of the global knowledge community.

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. David L. Distel, Superintendent Hamilton County ESC 11083 Hamilton Avenue Cincinnati, Ohio 45231 Program Assurances attached with signatures.
# 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>
<th>Address</th>
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<tbody>
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<td>Hamilton County ESC</td>
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### Partnerships

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<tr>
<td>Allen</td>
<td>Burgtorf</td>
<td>866-350-7910 ext. 220</td>
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<td>Beanstalk Innovation</td>
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<td>P.O. Box 611225, Rosemary Beach, Florida, 32461</td>
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<tr>
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<tr>
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<td>Center for Collaborative Solutions</td>
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<td>11083 Hamilton Avenue, Suite 103, Cincinnati, Ohio, 45231</td>
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## Implementation Team

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<th>Qualifications</th>
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<tr>
<td>David</td>
<td>Distel</td>
<td>Hamilton County Educational Service Center [HCESC] Superintendent</td>
<td>Hamilton County Educational Service Center [HCESC] will serve as the Lead Applicant and Fiscal Agent for this initiative. HCESC will assume full responsibility for overall leadership and coordination of the entire project working closely with all consortium members and all partners to ensure fidelity of implementation of the entire scope of work. HCESC will closely follow all program requirements as listed in the Straight A Fund notice, taking great care to ensure proper oversight of financial obligations and provide meaningful and impactful opportunities for collaborative success between HCESC and the four [4] school districts listed as members of the consortium. The Superintendent, Dave Distel, and Executive Director of Instructional Services, Vikki Clemons, will work closely with the Grants Administration Director and Treasurer, Don Rabe, to ensure strict compliance within each identified school district and across the consortium as it pertains to grant guidelines. Ms. Clemons will communicate regularly with district leadership, school administrators and ESC leadership to ensure project operations are in alignment with the grant requirements. HCESC will serve as the primary liaison and collaborate with all partners involved in the project to communicate and facilitate successful implementation of the full scope of work of the project. HCESC will hold all contracts for services and products and ensure that each partner is meeting their requirements. HCESC is uniquely positioned through strategic partnerships to build bridges between the ESC and the districts by leading the delivery of value-driven solutions to facilitate change and innovation. HCESC has the capacity to provide leadership, coordination and support for this project. HCESC is no stranger to successfully managing grants of this scope, demonstrating a high level of transparency and due diligence in all practices including providing detailed oversight of programs &amp; fiscal requirements. Our educational services and programs, delivered through a staff of nearly 540 experienced and talented professionals, meet the changing needs of the school community. We design programs and offer services &amp; support in the areas of special education, curriculum, standards, leadership, assessment, data analysis, instruction, professional development, educational technology &amp; more. We provide: *Customer Driven Innovation-jointly designed solutions customized to produce results that matter. *Integrated Service Delivery-systemic approaches provide seamless integrated solutions to make your life easier. *Measurable Outcomes-solutions that improve performance, increase effectiveness, enhance efficiencies HCESC provides services to public, community, and private schools, ESCs, JVSs, ITCs, ODE &amp; other educational and non-profit organizations. HCESC Over the years, HCESC has served as the fiscal agent for the Regional Professional Development Center [RPDC], the Southwest Educational Regional Resource Center [SERRC], the State Support Team Region 13, and most recently, as an ESC Educational Partner for Race to the Top employing 11 RttT Specialists. HCESC was awarded one of the two competitive Shared Service Grants from the state to study the benefits of shared services in increasing effectiveness and efficiency. In addition, HCESC is the current fiscal agent for the Hamilton/Clermont Cooperative Association [HCDA], the Center for Collaborative Solutions, Learn 21, ACCESS and a number of other initiatives and programs. HCESC led the development of the ACCESS Collaborative Alliance. We believe this long history of successful partnerships in the delivery of services to districts and schools makes us a unique, highly qualified applicant. With a total budget of approximately $70 million, HCESC currently serves as fiscal agent for approximately $25 million of state and federal funds that flow through ODE. HCESC’s fiscal and audit history is exemplary. HCESC has developed a strong reputation over the years for highly qualified personnel who can design and deliver quality professional development and services and who can also serve as visionary leaders in improving teaching and learning. HCESC has change agents who can have crucial conversations to bring about significant change in practice and promote a systems perspective in the work. Depth of knowledge, skill, leadership and practice...</td>
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| Michael Jones | Director of Research, Economics Center, University of Cincinnati | Learning RE-Engineered is honored to partner with the University of Cincinnati's Economics Center, a third party external evaluator, to provide a comprehensive evaluation system that will include both annual performance measures & in-process measures taken on the project at periodic intervals during the 6 project years. The University of Cincinnati's responsibilities for the project will include: Providing an in-depth process evaluation to ascertain the degree to which the project was deployed as designed Providing an impact evaluation to describe and quantify benefits-cost savings, process efficiencies, improved access, patterns of resource utilization and quality improvements Designing evaluation instruments and tools used to gather data for the evaluation Assisting with collection of data over the six year period Preparing an Annual Performance Report (APR) measuring formative progress Preparing a Final Performance Report including summative evaluation data and creates staffing models that meet the requirements for any contracted service. Our expertise extends well beyond education. Our ever-expanding business-related services include graphic design and digital printing, technology administration, insurance consortia, personnel & financial services & a unified purchasing cooperative. We are agile & fast to respond to our rapidly changing context. We ensure organizational sustainability and viability - for various types of organizations - through cost saving breakthroughs, value generating innovations, and the development of new business models. The University of Cincinnati, Ohio's premier urban research university, traces its origins to 1819. U.S. News has ranked UC in the Top Tier of America's Best Colleges. The Chronicle of Higher Education calls UC a "research heavyweight." The University of Cincinnati offers students a balance of educational excellence and real-world experience. UC is a public research university with an enrollment of more than 42,600 students in 308 programs of study with a 15 to 1 student/faculty ratio. Since its founding in 1819, UC has been the source of many discoveries creating positive change for society, including co-op education and the oral polio vaccine. UC is the largest employer in the Cincinnati region, with an economic impact of more than $3 billion. Today, UC is classified as a Research University (Very High Research Activity) by the Carnegie Commission, and is ranked as one of America's top 25 public research universities by the National Science Foundation. Michael Jones, Director of The Research & Consulting team uses its collective expertise to help clients gain a clear understanding of core economic issues and potential market implications. Their research conclusions help to foster vibrant communities and are used by public officials, economic development stakeholders, public relations firms, and business executives from all industries. Through active engagement in industry trends and associations, the Research & Consulting team remains well informed and forward-thinking. The application of their custom approach insures a process that matches the needs of clients and effectively communicates research conclusions to the end user. Because of its successful history and commitment, the Economics Center continues to be one of the region's most valued partners in economic research and consulting. Their Distinction: 20+ years of research and consulting Access to University resources Full-time research and support staff Research Fellows from UC and private sector Design and infographics that tell the story Training for graduate students Long-term commitment to Cincinnati region
| Alex Ortiz | SRG Technology, Strategic Client Engagement & Technology Sales | Learning RE-Engineered honors the opportunity to collaborate & partner with SRG Technology and Beanstalk Innovation to provide a digital platform designed to transform the school environment into a dynamic, interactive learning environment where the struggling and disengaged student is motivated to learn and the teacher can transform teaching to support student-driven learning. SRG Technology will have the following responsibilities for this project: Provide BlenderLearn Digital Platform perpetual software licenses for 5000 users for students and educators Provide a Train-the-Trainer Professional Development | Research, will be the primary evaluator of this project and will conduct a comprehensive evaluation of the overall project. The research and consulting team provides economic data and analyses for non-profit organizations, government agencies, and for-profit businesses. The Research and Consulting Division of the Economics Center provides the knowledge building blocks that help clients make better finance, policy, and economic development decisions. Their custom approach and critical data analysis empower business and civic leaders to respond to changing economic conditions, strengthen local economies and improve the quality of life for their communities. Since 1990, the Economics Center has brought economic understanding to public, private and non-profit sector clients who depend on research to inform strategic decision making. Their affiliation with the University of Cincinnati allows them to access vast resources and leverage a high level of intellectual capital. University of Cincinnati’s Economics Center has conducted numerous successful evaluation services for HCESC over the past few years. Their evaluation services are of extremely high quality and cost efficient. | SRG Technology (SRGT) founded in 2009, has had five strong years of growth in the education & health care industries. The Blender web-based platform was developed to improve practitioner effectiveness, through access to technology, better use of information & the ability to individualize the approach to teaching & learning. It is supported by a customized portal framework, powered by a suite of tools & tailored to each organization's individual needs. Under the leadership of Alex Ortiz, Strategic Client Engagement & Technology Sales, Blender is being used in Florida, Georgia, South Dakota & Puerto Rico. SRG Technology is a software development firm that is at the forefront of defining, developing &
to train ESC and District personnel to sustain the project over time. Provide maintenance and support to users for 6 years. Provide hosting services for 6 years. Provide platform and program management for 6 years. Provide ongoing support, communication and coordination to Project Lead and Site Technical Project Manager and District Technical Implementation Managers throughout the 6 years. Participate in the development of the replication journal by outlining major milestones & learnings along the way. Establish a process through BlenderLearn for equitable access to on-demand content, resources, networking and support to stakeholders. Assist Learning RE-Engineered with a process for populating the platform with workspaces, message centers, best practice instructional strategies, literacy resources, articles and tools. Assist in the development of a system that serves as a central repository to provide the needed ongoing, on-demand professional development, peer collaboration opportunities, and tools for teaching embedded in the context of motivating the struggling and disengaged student.

Vikki Clemons

Vikki Clemons will assume full responsibility for overall leadership & coordination of the entire project working closely with all consortium members & all partners to ensure fidelity of implementation of the entire scope of work. Main responsibilities for the grant will include: Oversee functions of the Learning agency, an institution, a health-care provider, or an individual. SRG Technology addresses your technology needs with the innovative thinking & fresh approach necessary to move forward in the modern world. Their goal is to ultimately empower customers to make better use of data & they have the technology to make that a reality. Teaching and Learning, Healthcare and Public Safety are all areas in which the possibilities of growth are endless. On the face of it, the team doesn't look like your typical corporate line-up. Made up of physicians, educators, executive police administrators, firefighters, former School Board members, public safety administrators, health-care executives, businessmen & women & technology experts, the market-driven team of individuals each has the diverse experience & unique insight to develop technology that targets the areas where clients seek innovation. The technical staff allows them to complete the full cycle of making data relevant to users, creating a compelling interface that enables users to interact with our system. With experience providing IT solutions to some of the largest institutions in the country, they understand the various audiences they serve & the diverse technologies that are available to support stakeholders' needs. They provide REAL solutions to REAL problems.

Vikki Clemons, HCESC Executive Director of Instructional Services, has primary responsibility for overseeing the work of the HCESC Shared Service Delivery Platform comprised of four Centers -Instructional Services, Intervention and Support Services, Early Learning Services and Business. Vikki Clemons, HCESC Executive Director, has over 43 years of experience & expertise in managing projects of this magnitude. She has held administrative positions for over 37 years in which she has been primarily responsible for the management of state & federal programs. Prior to coming to HCESC, she had
RE-Engineered Design Team formed to provide leadership in design, delivery, coordination & communication structures necessary for successful implementation. The Design Team will refine context of design, identify stakeholder needs & barriers, develop a clear, concise vision of idealized design, define specifications of and construct the design, within its elements of function, structure & process & develop means of continuous improvement. Negotiate contracts with all partners & oversee fidelity to service & product contracts over the 6 years. Negotiate purchases of musical instruments for Rock & Roll Academy through consortium pricing for all districts. Serve as primary point of contact for consortium members & partners. Work with Center for Collaborative Solutions to hire Technical and Implementation Project Managers and facilitate the work of Instructional Design Project Leads & teams. Oversees the function of Instructional Design Team Convene Learning RE-Engineered Advisory Council for ongoing progress monitoring, communication, coordination & project execution. Work closely with Treasurer to ensure compliance with grant guidelines, manage fiscal responsibilities, compliance oversight & reporting requirements. Oversees Project Manager communication & coordination plan. Oversees implementation plan for project. Oversees evaluation committee & work with University of Cincinnati to conduct evaluation. Oversees documentation journal for replication of project. Communicate regularly with district & ESC leadership & school administrators to ensure project operations are in alignment with the grant and Operational Services. The functions of that platform include overseeing all the products and services related to leadership development, professional development and technical assistance, supervision and program management and leveraging resources. She manages the Asset Management and Development Platform which identifies, manages and allocates the assets [physical, technical & human] of the organization to optimize human capital competency and capacity. She also serves as the Director of the State Support Team Region 13 serving the four county region of Butler, Clermont, Hamilton and Warren counties. In her role as State Support Team Region 13 Director, she leads and coordinates the activities of the State Support Team in providing professional development and technical assistance services to identified school districts and schools in the region in the areas of school improvement, special education compliance, literacy and early learning and school readiness. She works closely with ODE in aligning services to meet the needs of the region. Vikki has been at Hamilton County ESC for fifteen years where she has served as the Director of Curriculum, Instruction and Assessment, Director of School Improvement, Director of Instructional Services and now one of the two Executive Directors for the organization. 28 years of experience in Kentucky where she had previously been a Kentucky Distinguished Educator, district associate superintendent, elementary curriculum director, supervisor, building principal, assistant principal and classroom teacher. She holds a superintendent, assistant superintendent, supervisor and elementary principal's license in Ohio. She graduated from the University of Kentucky with a Rank I in Educational Leadership, a Master's Degree as a Reading Specialist and a Bachelor's Degree in Elementary Education. She also has served as an adjunct professor at Northern Kentucky University. She has written numerous successful Requests for Proposals [RFP] including the recent Shared Services Competitive grant, the Regional Service Delivery System grant for fiscal agent for the State Support Team, the Race to the Top Educational Partnership grant, and several other significant grant opportunities. She has had primary responsibility for the implementation of these grants ensuring fidelity of design, planning, implementation, monitoring and evaluation of these projects. She has served as the lead and contact for other competitive grants and oversaw the collaboration of various school districts across region to support the enhancement of the quality services to students from Kindergarten through post-secondary school (K-16). Her daily responsibilities include managing the delivery of all products and services for the $70 million of services provided to customers of HCESC. She is a very active representative of the organization at the state and national levels where she has presented at several local, state and national conferences.
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<th>Allen Burgtorf</th>
<th>Executive Vice-President, Beanstalk Innovation</th>
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<td><strong>Learning RE-Engineered</strong> honors the opportunity to collaborate &amp; partner with Beanstalk Innovation as they provide consultancy along the journey towards excellence in education &amp; literacy development. Learning RE-Engineered believes there are definite areas of synergy between the expressed needs &amp; challenges &amp; the areas of experience &amp; expertise of Beanstalk Innovation &amp; their partners. Beanstalk Innovation has the solutions, tools &amp; relationships to move the vision forward. Beanstalk Innovation will have the following responsibilities for this project: Strategic consulting partner actively involved in designing, planning, implementing &amp; monitoring project Brokering &amp; leveraging partners to fulfill project's needs Reviewing &amp; researching resources &amp; successful practices &amp; processes to support scope of work Negotiate on behalf of Learning RE-Engineered pricing, perpetual licenses &amp; tentative contracts for literacy solutions Provide Project Management Support for six years including overall coordination, support and liaison with selected vendors Coordinate the training &amp; support for successful initiation, implementation &amp; utilization of Rock and Roll Academy, Smart Horizons, Usher's Music Industry Leadership 101 and BlenderLearn Work with SRG Technology to assist in coordinating the design, customization &amp; development of the BlenderLearn digital platform including assisting with populating the digital platform with workspaces, message centers, best practices instructional strategies, literacy resources, research articles &amp; tools to monitor progress Network &amp; leverage expertise of Beanstalk Innovation, under the leadership of Allen Burgtorf, Executive VP, is comprised of experts working together in the educational publishing and technology industry for over two decades supporting the evolution of educational technology from a classroom tool that supplemented instruction, into a dynamic marketplace where new technologies are impacting the teaching and learning infrastructure. Through these technology tools, new models of education are being envisioned and realized. Their work with large, diverse, and innovative districts, as well as state departments of education, has provided them with a unique view into the transformation of education. Their work within the educational technology industry has provided them the experiences and relationships required to become the premier strategic consulting partner to entities who are seeking the realization of efficient, effective, enterprise systems of teaching and learning that are based on individual learning needs, preferences, and interests. Laura Brown, Sr. Vice President of Customer Strategy &amp; Solution Innovation will be the primary point of contact and support for the project. Laura brings over 15 years of experience from the educational publishing industry and has been truly instrumental in the design of this project. Dr. Bob Elwell will bring to the work a rich expertise with 21st Century skills from his many years in the educational and publishing industry. He was Director of Curriculum in the Broward County Schools in Florida. Sarya Hughes, Vice-President, Customer Implementation</td>
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| **Beanstalk Innovation** has facilitated several projects both in and outside the US to address the issue of motivating the disengaged student. The foundation of these projects is providing research based highly engaging programs that focus on student driven learning strategies. They have a broad reach and knowledge of the digital content landscapes. Beanstalk Innovation stands ready with both experience and solutions to assist in the development of a system that will serve as a central repository to provide the needed ongoing, on-demand professional development, peer collaboration opportunities, and tools for teaching embedded in the context of providing student driven learning through transforming teaching practice. Beanstalk Innovation has existing projects with corporations in the US who are intent on embodying their thought process models into K12 education. For example, they are developing online courses for Siemens to be deployed across Georgia’s Virtual School environment. This insures, for Siemens, that students will leave high school with the cognitive and work skills required by them. We believe this kind of work could be capitalized upon to bring good models for Ohio teachers into the classrooms. There exists in this area of Ohio key corporate partnerships that could be interested in participating by providing these kinds of models. Beanstalk Innovation's passion is to work with educators, like ESC staff, to spark ideas for new models of education, architect solutions that realize and deliver these new models, and to become a long-term ally with school districts. Relationships with districts span decades. Their philosophy is that they are successful when they work with districts of like-mindedness. Education is moving to a new frontier and pioneering new ideas and
Members of the Consortium Districts, representing diverse communities will provide leadership, management, coordination, communication & support for the full scope of work. They will work with the leadership at each school to communicate expectations for involvement in the project and to design an implementation plan for the entire 6 years of the sustainability period. The four participating districts: Deer Park, Finneytown, Norwood City and Reading City will: Select first cohorts of teachers in grades 7-12 to participate in the Contemporary Learning Institutes, Rock and Roll Academy, Usher's Music Industry Leadership 101 and Smart Horizons. Allocate space for new courses and coordinate with contractors for RRA room prep which includes sound proofing and stage. Identify groups of students to participate in RRA, Usher and Smart Horizons. Engage local business and community members to identify mentors and career exploration opportunities. Utilize a communication network to share information to all stakeholders. Develop a plan to explain the opportunity afforded by the grant and encourage out of district placements to return. Allocate PD time for personnel in the use of.

### Stakeholders to design & develop a comprehensive, sustainable & scalable support system

Contribute to the development of the replication journal by outlining major milestones & learnings along the way. Efficacy will assist with coordinating the implementation process and documenting efficacy. Greg DuMont, President of Beanstalk Innovation, will continue to assist HCESC with securing the right partnerships and relationships with companies that meet the needs of the organization. His expertise includes finance, operations, strategy, capital markets and business development.

### District Consortium Members

The four participating districts have served as the lead and contact for other large competitive grants throughout the years and have been responsible for overseeing the collaboration of various schools across districts with local Institutes of Higher Education, Educational Service Centers and other partners in order to support the enhancement of the quality instruction to students from Kindergarten through post-secondary school (K-16). Administrators at the school and district levels have managed numerous federal and local budgets and grants over the years as well as staffing. Each district has experienced leaders at the district and school level and believes in providing the necessary support to bring about the desired changes they seek in not only instructional practices but the involvement of parents, communities and business in the development of all children. The experience with project management, design, implementation, monitoring and evaluation is vast and they have all relied on the services of the Educational Service Centers to enhance the support they thought necessary within their districts. These districts share the vision of transforming instructional practices to meet the needs of their students in becoming life-long learners so they can graduate and become college and career ready.

<p>| District Consortium Members | [See Question 6] | Superintendents | District Consortium Members: The four participating districts, representing diverse communities of suburban, medium and small districts, have many years of experience in managing and implementing grants. All the districts are diverse communities where all learners are inspired to dream and challenged to achieve. The participating districts serve approximately 6500 students and 500 teachers, of which over 3100 are in grades 7-12. The disengaged student population continues to rise with each school year. Results from the districts involved in this project indicate that they are losing students at an average of 11% each year. This loss is either losing to an outside placement or through dropout of the disengaged students. They share HCESC's mission to transform teaching practices to meet the needs of their students so they can graduate and become college and career ready. These districts have shown innovative leadership abilities over the years. They have been actively involved in the Race to the Top initiative for the past five years and are well prepared to continue to support a high level, action based grant to assist students in being actively engaged learners which new models will be the hard work that achieves what the &quot;new good&quot; in teaching and learning looks like. We honor the opportunity to work with them. | The four participating districts have served as the lead and contact for other large competitive grants throughout the years and have been responsible for overseeing the collaboration of various schools across districts with local Institutes of Higher Education, Educational Service Centers and other partners in order to support the enhancement of the quality instruction to students from Kindergarten through post-secondary school (K-16). Administrators at the school and district levels have managed numerous federal and local budgets and grants over the years as well as staffing. Each district has experienced leaders at the district and school level and believes in providing the necessary support to bring about the desired changes they seek in not only instructional practices but the involvement of parents, communities and business in the development of all children. The experience with project management, design, implementation, monitoring and evaluation is vast and they have all relied on the services of the Educational Service Centers to enhance the support they thought necessary within their districts. These districts share the vision of transforming instructional practices to meet the needs of their students in becoming life-long learners so they can graduate and become college and career ready. |</p>
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<th>Jeffrey Weir</th>
<th>President, Center for Collaborative Solutions</th>
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<td>Learning RE-Engineered is pleased to partner with the Center for Collaborative Solutions to provide cost effective personnel services in support of the scope of work of this proposal. Jeff Weir, President, will coordinate the provision of highly qualified personnel to meet the needs outlined in the proposal. The Center for Collaborative Solutions will have the following responsibilities for this project as specifically detailed &amp; outlined in the 6 year negotiated contingency contract: Provide highly qualified Implementation Project Manager who will work closely with the consortium members &amp; Beanstalk Innovation to oversee fidelity of implementation of scope of work &amp; sustainability of project. Provide highly qualified Site Technical Project Manager for 110 days over course of 6 years to coordinate consortium member linkage with the District Technical Implementation Managers to ensure the technical components of the BlenderLearn digital platform.</td>
<td>The Center for Collaborative Solutions [CCS], a &quot;Council of Governments&quot;, created pursuant to Chapter 167 of the Ohio Revised Code in partnership with the Clermont County Educational Service Center [CCESC] and the Hamilton County Educational Service Center [HCESC] provides innovative solutions and cost effective services to Ohio's districts and public entities in Ohio. The Center for Collaborative Solutions currently employs approximately 1200 employees who provide a range of educational and support services to districts and businesses in Southwest Ohio. They have been extremely successful in meeting the needs of districts through providing cost effective services in an innovation solution approach to maximizing the operational and management costs for organizations. Since established in 2012, the Center for Collaborative Solutions has continued to grow services and will increase student achievement.</td>
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platform are established & maintained. Contract District Technical Implementation Managers for each consortium site to support BlenderLearn & subsequent data entry, training & technical assistance for contributing & accessing online courses for educators and students. Provide highly qualified Instructional Design Team Services at a descending amount of time over the 6 years for purpose of designing the institutes used in the transformation of teaching practice and continually evaluating and refining course content. Provide personnel to conduct professional development content including blended on-line modules in-person professional development, online facilitation, coaching resources, prototypes for training & facilitation design to support scope of work.

increase the variety of solutions provided to the customer through a shared service delivery model. The Center for Collaborative Solutions has a President and a governing board who oversee the operation of the council and makes decisions regarding which solutions they will support and future direction.

less vulnerable to market cycles and allows districts to have input into the claims process. The Center for Collaborative Solutions quite simply makes the school districts lives simpler and solves their challenges. The Center for Collaborative Solutions searches for new opportunities to expand services and assist organizations with meeting the needs of the customers they serve.