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Adjusted Allocation | 0.00

Remaining | -920,530.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

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

Metro Early College High School is highly regarded for its innovative approach to learning and student engagement. Most students earn significant college credits before graduation. However, annually 15% of Metro Early College High School students demonstrate such deep achievement gaps they struggle to meet Metro's highly rigorous mastery standards and are never able to experience college coursework. In 2013, Metro added grades 6-8 as a strategy to allow them more time to help students overcome achievement gaps. Metro's middle school students are entering with even greater gaps than anticipated. Metro's goal is for 100% of their students to complete their HS required coursework by end of 10th grade. In order to achieve that goal, Metro will implement a blended learning approach in grades 6-10 so they can accelerate remediation for middle school students performing below grade level and more quickly remediate all students who do not attain course mastery. This approach will incorporate online-guided instruction, personalized assignment and teacher tutoring/support. Metro will use a variety of assessment tools including Learning Blade, ASSISTments, and Quality Core Assessments to continually monitor student progress towards Metro's highly rigorous 90% mastery requirement. By 2020, 100% of Metro students will complete HS requirements by the end of 10th grade, further expanding their ability to earn college credits from The Ohio State University. Full time college coursework is significantly less expensive than the full time high school program. This will allow Metro to reduce operating costs by $1,681,702 over the course of the grant and sustaining period, all while providing outstanding academic services and support to all students.

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

3. Total Students Impacted:

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
Meka Pace

Organizational name of lead applicant
Metro Early College High School

Address of lead applicant
1929 Kenny Road, Columbus, OH 43210

Phone Number of lead applicant
614.259.6639

Email Address of lead applicant
pace@themetroschool.org

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

- Yes
- No
If you are applying as consortium, please list all consortium members by name on the “Consortium Member” page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

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

- Yes
- No

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

Add Partnering Members

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

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

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

The current state or problem to be solved; and

In 2010, more than 23,000 kids dropped out of Ohio schools. Not only are we as a state struggling to provide an environment where every student graduates with a high school diploma, we are also not retaining those graduates in post secondary programs. Therefore, we are struggling to maintain a pipeline of career ready individuals. The first year college experience and retention rate, especially for minority and lower income students, improves by an average of 19.2% when students enter college with some college credit. Metro has done well providing and sustaining a model of acceleration for 85% of our students. However, this model has missed 15% of the most at risk students who are not able to access college coursework before leaving high school because it takes them a full 4 years to complete their high school requirements. Annually, Metro must provide 746 recovery courses which equates to roughly 6.0 regular full time teachers and approximately $368,730 in staff appropriations. This pattern of remediation keeps 15% of the student population from accessing college coursework before graduating high school and requires increasingly high instructional expenditures. In order for Metro to fully achieve its goal of college access for all, the school must shift remediation practices from teacher directed intervention to a blended learning model which will more individualize remediation and decrease overall operating costs.

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

Metro Early College High School is a state designated STEM High School with an intellectually vibrant, accelerated learning environment serving students in grades 6-12. Metro's goal is for all students to be college & career ready without remediation as early as possible so they can earn significant college credit before graduation. Students from 26 school districts (50% from Columbus City) enter each year at varying academic levels. Metro must quickly close academic gaps so students have greater early college coursework opportunities. Metro uses a mastery learning system (as opposed to 'seat time'). Prior to receiving credit, students must demonstrate content mastery at an “A” level (90%). Students who do not demonstrate mastery remediate prior to earning credit but current systems are labor intensive and cost prohibitive.

While students, ultimately master all required coursework, 15% of Metro students take all 4 years to complete HS curriculum and never access college coursework. In 2013, Metro added grades 6-8 as a key strategy to address learning gaps but MS students are entering even further behind than anticipated and require immediate remediation before they can be successful learning many MS concepts. Metro will establish a more flexible and nimble learning environment with a fast tracked, targeted remediation system for students in grades 6-10 that will use blended learning to close academic gaps. This system will be used intensively in MS so students enter HS at or above grade level. It will also be used for HS students who have not yet demonstrated mastery in core content areas. This platform will include online remediation of units of study combined with guided instruction based upon individual student learning needs and personalized assessments to monitor progress. Instead of remediation occurring only at school & taking additional period(s) of instruction, it will occur parallel to new learning.

Metro will restructure parts of the facility to increase technology access and create a more fluid environment in which remediation can occur. Metro will provide Google Chromebooks for all MS students & those in need of remediation so all students have access during & after school, during intersession days, at home & in the community, at any wi-fi enabled location. BattelleEd/Ohio STEM Learning Network will provide ongoing training to Metro staff as they accelerate remediation & build college readiness skills. Metro will purchase multi-year licenses for Media Flow, Learning Blade, ACT End of Course Exams, MAP Assessments, and ASSISTments. These tools will be used to develop an online course platform where teachers use modules, video instruction, resources, skill building formative assessments to monitor and support student learning. Once students have completed remediation at mastery level, an end of course assessment using MAP or Quality Core will be administered. Student progress will be recorded and monitored through Powerschool. This system optimizes both teacher & technology-delivered instruction and gives students increased control over their own path & pace. Research shows 73% of students who enter college with 10 - 15 college credits will continue on to finish their degree. 85% of Metro's students already exceed this rate, but Metro believes 100% of students can and should exceed that goal. As of 2020, 100% of Metro Students will be college and career ready by the end of 10th grade. As all students accelerate their learning and complete HS curriculum requirements 2 years early, they will begin taking OSU general elective coursework instead of HS courses. Metro pays $167.00 per college credit, much less expensive than that of a high school course. This shift will result in a savings of $1,681,702 over the course of the grant and sustaining period.

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

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

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

Enter Budget

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

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

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

Upload Documents

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

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

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

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

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

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

![Table: Projected Costs](image)

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

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

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

  The only amount of sustaining dollars for the grant will be that of the replenishment of the Chromebooks and printers in FY18 in the amount of $119,757.

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

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

- **Yes**

- **No**

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

274,727.00 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.
15. Provide a brief explanation of how the project is self-sustaining.

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

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

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

The grant will be self sustaining and be able to allow Metro Early College High School to save more than the actual amount of the original grant. The grant will allow Metro to significantly save in staffing currently needed for remediation of students so that they are ready to take college courses. As a result of this grant, Metro will be able to reduce the equivalent of 6 FTE within the first 3 years, using those dollars in other ways. The final amount of actual net savings for the grant is $1,681,702 from FY16 through FY20. These savings are even including the cost of new equipment within FY18 to replenish the technology that will only last three years. The breakdown by year is as follows: FY16 net reduction of ($274,727), FY17 net reduction of ($286,397), FY18 net reduction of ($293,688), FY19 net reduction of ($413,445) and FY20 net reduction of $413,445. Each sustainability year, shows a significant reduction as a result of grant funding. Even though cost reductions do not have to pertain just to the grant program Metro is able to show significant cost reductions because the initial grant dollars will affect the school's bottom line over the full six years of the grant.

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

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

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

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

Planning Milestones: July: Communicate grant with stakeholders and media, review/revise budget; order assessments and finalize provider contract details; refine technology purchase plans; coordinate facility planning with Sci Tech Campus Corporation building management company August: Board approval of grant and all contracts; draft project communication plans; finalize timeline/scope of work; schedule professional development and technical assistance from providers/partners; bids/board approval/contract for facility and furniture enhancements; finalize communication plans for implementation; create & communicate planning & implementation schedule with staff, partners; finalize project evaluation processes including development of progress monitoring spreadsheets Rubric Item 7. Communicate, administer and manage the project Principal will communicate with educational personnel & Board regarding all activities. Monthly reports to Board of Education. Metro will add section on website to keep community up to date on progress. Family newsletters & ongoing communication will keep parents updated on grant progress. Project Manager will work with vendors, building management company on facility enhancement. Director will manage budget and ensure project activities maintain alignment with overall goals & state/federal mandates. Staff will receive CEUs for work performed during the school year and stipends for summer work. Project Leadership Team will meet monthly to review progress, adjust scope of work/time lines & plan for next steps. Metro has a small staff (27 staff members) so Project Director can easily speak with staff to better understand impact on staff and students. Administration will use walk thru process as a strategy for assessing formative & summative benchmarks. Project Director & Project Manager will meet twice monthly to coordinate project activities & develop strategies to address problems as they arise.

* Anticipated barriers to successful completion of the planning phase

Barrier: Due to changes in HB 342, award notification now occurs late summer minimizing time for project start up which was previously...
18. Implementation - Process to achieve project goals

* Date Range: 10/1/2014 - 6/30/2015

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

Rubric Item 9: Implementing, communicating & coordinating: Project Manager will notify staff of professional learning and process for earning stipends (summer) and CEUs (school year). Project Director will inform Board, students & families through meetings, newsletters, social media & school events. Project Manager is liaison among community, district, partners/vendors & ODE. He will communicate with Tech Consultants & vendors about facility enhancements, tech purchases, installation & implementation challenges. Communication plan will include engagement with families, community & media outlets. Monthly: data collection; Project Leadership Team meetings; Board/STEM Policy Committee; fiscal management; website & family updates; Project Director/Manager planning sessions Quarterly: Project Evaluators & Board members. Achievement: updated information shared to families.

* Anticipated barriers to successful completion of the implementation phase.

Barrier: Time for staff collaboration/training essential to project success. Solution: Grant will cover costs for additional training and professional development needed to plan and implement new instructional strategies. Staff will receive CEUs or stipends for implementing this new work.

Barrier: Physically managing influx of technology. Solution: Metro uses technology consultant company that can adjust their staffing as needed to provide support on limited basis to manage influx of technology in short period of time. Barrier: Community may not understand project and have questions/concerns. Solution: Metro will hold at least 3 community engagement events to share innovations, project activities with students, families and community members. During the last event, students and staff demonstrating will share how technology and facility enhancements will support student learning.

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

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

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

Rubric Item 9: Implementing, communicating & coordinating: OSLN will assist Project Evaluator to create a Gantt chart & Progress Monitoring database to track implementation & report project success to be used for data tracking & reporting outcomes. Project Manager will meet with Project Evaluator twice/month to coordinate data collection/evaluation & develop strategies to address problems as they arise. Monthly Board & STEM Policy Committee reports; quarterly community engagement events; Quarterly Evaluator gives detailed report on data. Project Leadership Team will review data & make adjustments as needed. Monthly: data collection for process/outcomes evaluation; staff feedback. Quarterly: process/outcomes reports to Project Leadership Team & stakeholders; ODE as required by grant. 8/2014-10/2014. Achievement Monitoring: baseline assessments; Progress Monitoring Tool tracks completion of project activities & staff PD participation; Cost Reduction Monitoring: Director reports quarterly to Board & Project Leadership Team. 11/2014-2/2015. Achievement Monitoring: End of 1st semester - progress toward goals, monitor data from baseline assessments; Progress Monitoring Tool tracks project activity completion & staff PD participation Cost Reduction Monitoring: Director reports quarterly to Board & Project Leadership Team. 3/2015-6/2015. Achievement Monitoring: progress toward student goals; monitor data tracked on baseline assessments & state mandated assessments; progress Monitoring Tool tracks project activity completion & staff PD participation Cost Reduction Monitoring: director reports quarterly to Board & Project Leadership Team. 7/2015 - 9/2015. Summative Evaluation: final project evaluation reports to ODE; Cost reduction: final fiscal report to stakeholders and ODE.

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

Barrier: Metro capacity to collect/report data necessary to effectively assess outcomes Solution: Metro will contract with Ohio STEM Learning Network to provide Project Evaluator and support them in developing Progress Monitoring Tools to track completion of project activities as well as staff participation in PD. Project Evaluator and Project Manager will use the tool for data tracking. Tool will be refined over time so it provides high quality, useful data. Barrier: Assessing changes in student achievement within grant timeline. Solution: Due to the 1 year time frame of the grant, Metro realizes initial changes in student achievement data will not be solely based on project activities. Therefore, the project evaluation will monitor both formative and summative data. This will provide some opportunities to monitor student achievement for students involved in remediation activities. In addition, Project will report on Prepared for Success benchmarks using Building Report Card. Baseline will be set once 2014 Report Card is released and benchmarks will be created at that time. Project outcomes are built around significantly impacting the remediation rate for students so they are college ready by the end of 10th grade.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the
Metro uses a mastery based system where students must demonstrate that they meet 90% benchmark for progression to next course or standard. While a student may earn credit for a course when they receive 60%-89%, they must retake the course in order to move forward on Metro's curriculum. Approximately 65% of Metro students must retake 1 or more course(s) each year. Currently the practice is to schedule students into a 15 week recovery course when they demonstrate less than 90% mastery. Instructionally, Metro practices will change so that students are instead using a blended learning platform which integrates computer based remediation on targeted skills and content not mastered with face to face tutoring. Student learning outcomes will be personalized to meet their specific needs - rather than having to complete all aspects of a semester long course. This remediation process will occur parallel to new learning and can be completed after school, during regularly scheduled intersession days or home. Students will receive Google Chromebooks which will allow them to also complete their remediation coursework anytime/anywhere including home and any community wi-fi area. OSLN will provide technical support and coaching to assist staff in becoming more proficient at working with students in this blended learning framework, further deepening staff instructional changes. Organizationally, Metro faculty will be able to support and monitor a significantly larger number of students remediating multiple courses at the same time. Staff will use a variety of technology based assessments to determine student readiness for progression to the next course. Naviance will be used to help students research colleges and careers as well as house all letters of recommendation, college essays, and applications for all seniors. Media Flow will allow Metro to discontinue use of Taskstream and create and utilize a blended learning platform connecting the technologies of Learning Blade (STEM-related, career focused modules), teacher recorded instruction, as well as the formative assessment tool of ASSISTments which provides instant data to both student and teachers about student performance. Currently, 15% of Metro's students are never able to earn college credit because they enter too far below grade level to meet the rigorous mastery standards early enough to access post secondary opportunities. This new approach will allow all students to master content more efficiently. As students more quickly complete their remediation requirements they can accelerate their learning pattern and complete HS requirements well before senior year. All students will then be able to begin college coursework at The Ohio State University. Over time, Metro will be able to shift how it uses instructional dollars because fewer staff will be needed for upper grade levels (junior/senior) since those students will be taking increased or full college schedules. Not only will this alter organizational practices, it will result in cost savings because the cost of college credits is less than the cost of full time academic staff. STEM Platform school - as a STEM Platform school, Metro will be able to share this new learning across Ohio. OSLN will support them in helping teach other Ohio educators how to more efficiently and effectively blend learning to remediate and accelerate student learning.

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.

Metro has been successfully remediating most students. Upon entering 9th grade, 71 % of Metro’s students need remediation but by the end of 10th grade, 50-70 % of students are considered college and career ready. They can begin taking college courses from OSU without remediation. There is much research to support the early college model that Metro implements. In a report from Jobs for the Future (JFF Report, Michael Webb, March 2014), compared to students nationally, students who attend early college high schools are more likely than students who do not to: graduate high school, earn a college degree by high school graduation, earn substantial college credit while in high school, enroll in college immediately following high school and return to college for a second year. Early college high schools have unique characteristics that allow students to be successful in high school & post college/career aspirations including: expectation that all students can attain a college degree; are often co-located on college campus exposing students to college experience early and often; learning is personalized; and they provide intensive support structure to ensure success. In a mastery learning environment students are given opportunities to master material & relearn material. Students who do not master material are offered new learning opportunities for relearning & retesting. Students retain information longer; are engaged in learning for longer periods of time; and require less remediation (Synthesis of Research and Effects of Mastery Learning in Elementary and Secondary Classrooms, Guskey/Gates. 1986, Educational Leadership) Research supports ASSISTment model of automatic reassessment & relearning showing positive impacts on skills students reassessed on & students’ long-term retention of mastery levels were maintained with this model compared to skills that were not reassessed & relearned. (Improving Mathematical Learning Outcomes Through Automatic Reassessment & Relearning By Heffernan, N. et a. AERA paper 2012.) A meta-analysis of blended learning by U.S. Department of Education found that student outcomes were greater using a blended model that included both online and face to face instruction versus an online only or face to face only model. (U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, Washington, D.C., 2010). Blended learning is being implemented in schools across the country. Schools & teachers are choosing it for a variety of reasons including students’ familiarity and comfort with technology, increased ownership of learning by students, ability to offer expanded course catalog, & greater class time for group work, individual coaching, & hands-on work. Most importantly, blended learning allows teachers & students to personalize instruction by utilizing different learning styles. (Stories of Excellence, Case Studies of Exemplary Blended and Fully Online Learning, National Association of Independent School (NAIS.ORG)). Together, these research citations provide strong evidence that Metro’s plan to deepen its learning model and embed blended remediation is likely to provide Metro students with the additional support needed to ensure all students are ready for college and remediation free at the end of 10th grade.
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.

Emily Ulas, OSNL Consultant, emily.ulas@cscs.org BattelleEd/OSNL phone: 614-859-6433 Due to Metro's small size, staff does not have capacity to monitor project data and implement project and continue the work of building leaders. Metro will contract with OSNL to provide an internal project evaluation.

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

Project Outcome 1: 100% of Metro students are college and career ready (by the end of 10th grade) Types of Data: remediation courses; progress towards mastery; credit earned; staff participation in PD; classroom walkthroughs Formative outputs (measured each semester): # students who need credit recovery/remediation; # remedial/credit recovery courses taught; # students demonstrating mastery; # credits earned; # staff participating in project related PD and facility/technology enhancements; classroom walk through Summative outputs (measured annually): # students who need credit recovery/remediation; # remedial/credit recovery courses taught; # students demonstrating mastery; # credits earned; # staff participating in project related PD and facility/technology enhancements; classroom walk through Project Outcome 2: Over the course of the grant and sustainability period, Metro will reduce ongoing costs by $1,681,702. Types of Data: monthly fiscal reports Formative Outputs (measured each semester): monthly decrease in expenditures compared to previous year Summative Outputs (measured annually): annual decrease in expenditures compared to previous year.

* 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.

Progress Monitoring Systems: Project Evaluator, with support from OSNL will create database to monitor process/outcomes data and meet monthly with Project Manager to review progress and address problems. Project Manager will meet monthly with contactor in charge of facility/technology projects to ensure capital projects are on time/within budget. Project Director will meet with Treasurer monthly to update budget and ensure all expenditures are being handled in according to best practices for accounting. Project Director and Manager will conduct regular classroom walkthroughs to assess staff implementation of professional learning concepts. Monthly Boards of Education & Project Leadership Team reports will be provided. Database will track all professional learning activities, staff involvement in project activities. Database will also track purchases, use/availability of space/ tech access. A Gantt chart will be used to establish & visually monitor timeline. Project Manager & Evaluator will issue monthly report to boards on progress and next steps and/or revisions to process. Project Leadership Team will receive monthly reports on facility projects, building implementation successes and challenges. They will work together to develop strategies to address challenges. At the end of each semester, Project Evaluator will provide mid-year data report so Project Leadership Team can make further course corrections if needed. Annually, Project Leadership Team will use student achievement data and remediation data to adjust process/ outcomes for the following year. Monthly/Quarterly and annually, Project Director will meet with Treasurer to discuss budget challenges/successes and recommend adjustments to ensure reduction outcomes are met.

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

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

Please enter your response below.

Rubric Item 15. How impressive and reasonable are the expected outcomes to be achieved by this initiative? As stated at the start of this application, more than 23,000 kids dropped out of Ohio schools in 2010. In addition, the Ohio Board of Regents reported in December 2013 that, of the 51,627 students who enrolled for the first time in a public college in Fall of 2012, 40% took developmental (or remedial) math or English. Not only are we, as a state, struggling to provide an environment where every student graduates with a high school diploma, we are also not retaining those graduates in post secondary programs. Therefore, Ohio is struggling to maintain a pipeline of career ready individuals. The first year college experience and retention rate, especially for minority and lower income students, improves by an average of 19.2% when students enter college with some college credit. Metro's proposals to eliminate the need for any type of remediation (both high school and college) by the end of the 12th grade. The Metro staff has a long history of accelerating students through high school to begin a successful journey into their college experience. Metro students earn an average of 33 OSU credit hours upon high school graduation. Taking the lessons learned from acceleration of students and applying them to remediation is a achievable because of the expertise of the Metro staff and their in-depth knowledge of mastery based instruction. The goals of the grant are "impressive" in that most school districts struggle with remediation and its cost - both on the fiscal bottom line and students time. When remediation is lower and the associated costs are eliminated, Metro will be able to focus its resources on providing more opportunities for students to achieve more - therefore providing a higher quality education for its students. Rubric Item 16. How strong is the likely substantial impact and lasting value of the proposed project? The work of the Metro project is done at grade level, but impact is system wide. The time, talent and resources currently used throughout the system limits Metro's ability to offer more opportunities to students, especially at the upper grade levels. By getting more students on grade level earlier and reducing the cost for doing this work, Metro's resources can be focused on broadening the educational experience for all students rather than spending funds to re-teach what has already been taught. While there is a fiscal value to the school, the true benefit of the Metro project is for the students - more opportunities equals a higher quality educational experience. Rubric Item 17. How well does the proposal cite a plan that describes continuation of the project at the end of the grant period? The 12 grade Guarantee’s plan is to use the talent and expertise already in place at Metro, but apply it for a different purpose - rather than accelerate: mastery, performance based assessments and blended learning will be used to remediate students - getting them to grade level with the most efficient means possible. The project's time line is built for sustainability. By the end of the project, once all resources have been deployed and implemented, Metro will emerge with a system of remediation that shifts resources from the upper grade levels to the lower grades, implements technology tools at earlier grade levels, and has a "system" for remediation that supplements blended learning for teacher's time on task. By integrating the
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

This is a mixed concept. Metro is currently using many of these practices for acceleration but not remediation. However, comparable benchmarks are not available because Metro's mastery standard is significantly higher than any other school that is using mastery. Reynoldsburg High School's eSTEM Academy is also using mastery but the standard for mastery is 70%, whereas Metro's standard is 90%.

Project Outcome 1: 100% of Metro students are college and career ready (by the end of 10th grade) Short Term benchmarks 6/2015: 45% students achieve mastery level (90%) on grade level, on time (by end of 10th grade) 6/2015: 60% of Metro students will have earned at least 10 credit hours by the end of 10th grade. 6/2015: 35% decrease in the number of credit recovery (remediation) courses offered for FY16. 8/2015: 10% decrease in total number of students who require 1 or more credit recovery course in FY16. Short Term benchmarks 6/2020: 95% students achieve mastery level (90%) on grade level, on time (by end of 10th grade) 6/2020: 100% of Metro students will have earned at least 10 credit hours by the end of 10th grade. 6/2020: 75% decrease in the number of credit recovery (remediation) courses offered for FY21 6/2020: 60% decrease in total number of students who require 1 or more credit recovery course in FY20.

* Spending Reduction in the five-year fiscal forecast

Project Outcome 2: As a result Straight A grant innovations, Metro will reduce instructional costs by $1,681,702 or an average of $336,340 per year from FY16 to FY20. Benchmark: By June 30, 2016, instructional costs will decrease from $4,654,645 (FY14) to $4,379,918 resulting in 5.90% decrease in operating budget. Short Term reductions: During FY16 Metro anticipates the following cost reductions -- purchased service cost will reduce from $4,322,079 in FY14 to $4,166,626 in FY16 - supply costs will reduce from $144,529 in FY14 to $140,512 in FY16 - capital outlay will reduce from $133,703 in FY14 to $18,446 in FY16 By June 30, 2020, instructional costs will decrease from $4,654,645 (FY14) to $4,241,200 resulting in 8.88% decrease in operating budget.

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

Yes

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

* Explain your response

Yes, this project is able to be replicated in other districts in Ohio. The rapid remediation of students using integrated technology to get them college and career ready by the end of 10th grade can be implemented in schools across Ohio. All districts have access to the assessments used to identify student who need remediation as well as the technology tools of Learning Blade, ASSIStments, Powerschool and Naviance. This project will take the Metro faculty and staff one year to deliver including planning, purchasing hardware, software, updating faculty, training staff, implementing and evaluating the rapid remediation program with students. It is expected to take a similar amount of time to implement in other school districts with the lead time needed for purchasing and staff development. At the school site, the principal and another identified leader will be responsible for the oversight and management of the program. The number of additional faculty and staff needed will depend, in part, on the number of students who need remediation and how many remediation courses are required. The Metro faculty and staff will document the process of developing and implementing the rapid remediation program highlighting the lessons learned and challenges. Metro will share these lessons learned in a number of ways including written reports and other digital media content shared on their website, presenting at relevant educational conferences, peer to peer relationships with other school districts, and through the Ohio STEM Learning Network. Metro faculty and staff have experience disseminating and sharing best practices and lessons learned as part of the Ohio STEM Learning Network (OSLN). OSLN was launched in 2006 as a vehicle to disseminate effective educational practices, particularly related to STEM, throughout Ohio. OSLN schools serve as research and development sites to research best practice innovations, test them out, and spread these innovative practices across schools and other networks. To disseminate best practices and lessons learned of the 12th Grade Guarantee, Metro will start with this natural distribution channel through OSLN by offering professional development to schools within the network and use a train the trainer model. In the Train the Trainer model, experienced Metro teachers would provide one-to-one coaching and assistance around the remediation strategies to novice teachers within OSLN network schools. The novice teachers implement the strategies under the guidance and support of the experienced Metro teachers. Once the novice teachers have mastered the
strategies, they are equipped to be trainers and continue the spread. As more teachers are trained, the dissemination of the strategies increases. The experienced teachers continue to monitor the efficacy of strategy implementation and provide coaching and support, as needed. Within the regional training center model, teachers in a geographic region serve as trainers and coaches to other teachers in the region.

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

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

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP). Meka Pace, Chief Academic Officer
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
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<th>Telephone Number</th>
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<tbody>
<tr>
<td>Aimee</td>
<td>Kennedy</td>
<td>614.859.6433</td>
<td><a href="mailto:kennedya@battelle.org">kennedya@battelle.org</a></td>
<td>Ohio STEM Learning Network/BattelleEd</td>
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<td>505 King Avenue, A-2-003, , Columbus, Ohio, 43201</td>
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<td>Vincent</td>
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<td>Media Flow</td>
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<td>1197 Shagbark Road, Gahanna, OH 43230, , Gahanna, OH, 43230</td>
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<tr>
<td>Shelia</td>
<td>Boyington</td>
<td>(423) 521-2309</td>
<td><a href="mailto:info@thinkingmedia.com">info@thinkingmedia.com</a></td>
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<td>Michael</td>
<td>Suhovecky</td>
<td>(614) 675-4100</td>
<td><a href="mailto:msuhovecky@stcc.org">msuhovecky@stcc.org</a></td>
<td>Science and Technology Campus Corporation (SciTech)</td>
<td></td>
<td>1275 Kinnear Rd, , Columbus, OH, 43212</td>
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<tr>
<td>Dr.</td>
<td>Mindy</td>
<td>(614) 688-5557</td>
<td><a href="mailto:wright.7@osu.edu">wright.7@osu.edu</a></td>
<td>The Ohio State University, Office of Academic Affairs and Community Partnerships</td>
<td></td>
<td>203 Bricker Hall, 190 North Oval Mall, , Columbus, Ohio, 43210</td>
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<tr>
<td>Dustin</td>
<td>Pyles</td>
<td>(OSLN Consultant) OSLN Director of Operations</td>
<td>Dustin Pyles will support Metro leadership as they implement projects. On a day-to-day basis, he will coordinate and manage professional development contracts on Metro's behalf. Pyles will supervise and support Project Evaluator, offering OSLN's resources to more effectively manage data collection and reporting. Mr. Pyles will assist Metro leadership and Board in expanding partnerships that will enhance and increase opportunities for students. Dustin Pyles is the BattelleEd/Ohio STEM Learning Network Director of Operations. In this capacity he cultivates strategic STEM partnerships and collaborations throughout Ohio and nationally, enhancing STEM opportunities for students and educators. He manages day-to-day operations and advocacy of the statewide STEM network impacting more than 30 schools and regional training center sites, including technical assistance, partnerships development, contracts/grants administration, funding development, policy-making and relationship management. Pyles facilitates and generates content for internal and external funding proposals and reviews other stakeholders' funding requests. Most recently, he has overseen the STEM Priority 2 Area of Ohio's Race to the Top (RttT) project/contract(s) including equipping eight regional training centers sites in Ohio STEM demonstration sites, collaborating with network partners to provide intensive technical assistance and professional development within schools identified as persistently lowest-achieving (PLA) and/or being school improvement grant (SIG) funded or eligible. This work has also garnered partnerships with Ohio’s public universities related to pre- and in-service teacher preparation programs. He has also been influential in advocating for STEM-related initiatives and changes to policy and legislation enabling for the growth and maturity of STEM education in the Ohio. Prior to OSLN, Dustin Pyles held top-management, program leadership and support positions at the Ohio Auditor of State, the Ohio Department of</td>
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<td>David Burns</td>
<td>Director of Battelle STEM Innovation Networks (BSIN)</td>
<td>Burns will assist Kennedy in supervising and overseeing all BattelleEd/OSLN supports and activities related to enhancing the educational experience and opportunities of all students at Metro. Burns will leverage his experience in school design, education reform and spreading innovative school models, to improve Metro's capacity to disseminate and replicate the described innovative strategies via the BSIN. Burns brings private and public sector knowledge and experience to his position at BattelleEd. Before entering the education arena, Burns spent 15 years in the hospitality business, developing multi-million dollar restaurant designs and executing a wide variety of business plans. Prior to that, he worked with the Disney Corporation, specifically on the EPCOT (Experimental Community of Tomorrow) project. Immediately before joining OSLN in 2008, Burns was the Executive Director of the Ohio Department of Education's Office of Workforce Development and Secondary Education, which was comprised of Career Technical Education as well as Middle and High School Transformation initiatives. His work while leading this office included state policy efforts that pioneered credit flexibility, STEM schools, STEM networks and stackable certificates. David Burns holds a BA degree in English and education and an MA in education/administration. As Chief of Staff of Cincinnati Public Schools, David Burns was instrumental in the district's high school restructuring project that resulted in a dramatic increase in the state's third largest urban district. Since joining OSLN/BattelleEd in 2008, Burns has been primarily focused on the start-up and sustainability of ten statewide STEM schools in Ohio, ensuring creativity and innovation in school design, and connecting those schools through a state STEM network design. The success with Ohio STEM Learning Network led the State of Tennessee to ask Burns to aid them in starting their own state STEM network of schools. Essentially Burns supported Tennessee in replicating the Ohio STEM Learning Network (OSLN), taking the lessons learned from Ohio and creating the Tennessee STEM Innovation Network (TSIN). Through the TSIN he has facilitated the start-up and launch of another ten STEM schools, in Tennessee. By leading the charge in Ohio and Tennessee, David Burns has been influential in the creation of the 20-state STEMx network of state-based STEM networks focused on supporting STEM innovation in classrooms in states like North Carolina, New York, Texas, and Washington.</td>
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<tr>
<td>Andrew Allmandinger</td>
<td>Project Manager</td>
<td>Mr. Allmandinger will</td>
<td>Andrew Allmandinger</td>
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Meka Pace will handle project oversight and partnership development. As school's leader, she will ensure project aligns with Metro's overall mission and improvement plans. She will manage project budget, conduct walk-throughs and observations to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. She will work closely with Project Manager to ensure all project outcomes are completed on time and within budget. She is the direct supervisor of Project.

Mrs. Pace has a Bachelor's degree from Bowling Green State University and a Masters in Leadership in Education Administration from Capella University. Pace came to Metro in 2006 from Columbus City Schools, where she worked as an Intervention Specialist supporting students with learning disabilities and those with mild to moderate handicaps. As a seasoned teacher, Pace has educated students in self-contained settings as well as inclusive settings from elementary through high school. During her career, Pace has worked on various school improvement committees and collaborates with Dublin Coffman High School to offer the shared service Design Learning Center. Daily, Andrew and Metro students travel to Dublin Coffman HS where students from both schools learn together. Mr. Allmandinger mentor's DCHS teachers to implement learning strategies using Metro's model. The Design Learning Center focuses on engineering and robotics and includes Metro's robotics competition team, the Metrobots. Allmandinger utilizes iPads in the classroom on a daily basis. He uses that technology to engage students and create resources that help to ensure student success.

Mrs. Pace has over 20 years in education as intervention specialist/coordinator and founding member of Metro. She was Metro's Assistant Principal for two years and is now Metro's Chief Academic Officer/Principal. She is an education Innovation consultant in Ohio and across US, coaching school teams to integrate Common Core into STEM and Early College settings. As Metro's leader, she works directly with the Board of Education and other stakeholders to ensure
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<tr>
<th>Name</th>
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<tr>
<td>Eric Ulas</td>
<td>BattelleEd Consultant</td>
<td>Monitors progress, collects and reports data to Project Director and Project Manager to ensure Metro's ability to meet benchmarks on time and within budget.</td>
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<tr>
<td>Aimee Kennedy</td>
<td>President of BattelleEd &amp; Vice President for</td>
<td>Supervises and oversees all OSLN/BattelleEd supports and activities related to this project. She will manage Battelle's Vice President for Education, Battelle’s STEM Learning &amp; Philanthropy and President of BattelleEd, and manages a number of projects, contracts and grants on behalf of Battelle.</td>
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<tr>
<td><strong>Education, STEM Learning &amp; Philanthropy - Battelle Memorial Institute</strong></td>
<td><strong>Battelle and OSLN/BattelleEd resources and professional development offerings.</strong></td>
<td><strong>Academic Officer (CAO) of Metro Early College Middle and High School. Mrs. Kennedy serves as President of BattelleEd, a nonprofit venture of Battelle Memorial Institute, that manages the Battelle's portfolio of STEM networks and programs including the Ohio STEM Learning Network (OSLN), the Tennessee STEM Innovation Network (TSIN) and the multi-state network called STEMx. Through BattelleEd, Kennedy leverages her experience implementing and sustaining STEM within a school environment with those of other educators throughout Ohio and the country to ensure high-quality STEM teaching and learning is accessible to all students.</strong></td>
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