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Adjusted Allocation: 0.00

Remaining: -8,386,034.20
A) APPLICANT INFORMATION - General Information

1. Project Title:
EDCITE: Evaluating Digital Content for Instructional and Teaching Excellence

2. Executive summary: Please limit your responses to no more than three sentences.
Led by Westerville City Schools, EDCITE is a consortium of five school districts in partnership with The Ohio State University that addresses the critical task of transitioning Ohio's school districts from print to digital curriculum in order to provide more customized, personalized learning opportunities to meet students' diverse instructional needs and positively impact student learning. The consortium will accomplish this by 1) deploying a statewide Digital Content Evaluation Portal to guide all Ohio districts in selecting the best, most cost-effective digital curriculum that will be available for at least five years following the Straight A Grant, 2) improving the effectiveness of selecting, purchasing and implementing digital curriculum in targeted subjects and grade levels through a shared services approach and 3) delivering a professional development (PD) program for teachers that focuses on content evaluation, instructional design and effective pedagogical practices using digital curriculum. The consortium will take a comprehensive approach to address digital curriculum challenges at the classroom, school, district and state levels with the goals of 1) launching the Digital Content Evaluation Portal and the online Professional Development Program to increase the capacity of districts statewide to support the transition from print to digital curriculum, 2) improving district efficiencies in making curriculum decisions by reducing personnel costs and time to implementation and 3) improving teacher knowledge and effectiveness in evaluating and implementing digital curriculum.

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.

20645 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
John Kellogg, Ed.D.
Organizational name of lead applicant
Westerville City Schools
Address of lead applicant
936 Eastwind Drive, Westerville, OH 43081
Phone Number of lead applicant
(614)797-5713
Email Address of lead applicant
kelloggj@wcsd.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.
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

A shift is underway from print to digital curriculum. Print textbooks, once a mainstay in K-12 curriculum, is declining as schools make the transition to digital curriculum to facilitate more effective differentiated instruction for students and provide greater flexibility in resource curation for teachers. According to Forbes, digital texts comprise 25% of total textbook sales, and very likely to continue growth since publishers are moving aggressively into the digital-content market (EdWeek, 2/6/13). K-12 spending on elearning is a multi-billion dollar industry, projected to hit $5B by 2015. Meanwhile, the digital revolution has lowered the traditional barriers to publishing, and there is an explosion of free and paid digital content. Digitized content has also blurred the traditional definition of a 'book', by publishing smaller units and dynamic, interactive features such as assessments, simulations, and video. Consequently the complexity of evaluating digital content is increased. Many teachers have not had training necessary to evaluate, select, and integrate digital content into their classrooms effectively. District personnel do not have resources, time, or tools to identify, filter and evaluate digital content to make the best choices for classroom use, relying instead on outdated and inadequate print selection paradigms-costly and time-consuming process. Making a transition from a print to digital requires a comprehensive approach that goes beyond filling classrooms with technology. It requires a coordinated effort addressing issues at classroom-district levels. Digital Learning Imperative, report from Alliance for Excellent Education (2012), indicates the use of digital learning, implemented effectively, improves classroom instruction, boosts engagement, and supports whole school reform efforts. Research indicates digital content can improve student engagement and achievement, lead to advances in learning productivity, and reduce curriculum cost.

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

EDCITE will 1) deploy a statewide Digital Content Evaluation Portal (DCEP) to assist all Ohio districts in selecting the best, most cost-effective digital curriculum; 2) improve district effectiveness in selecting, purchasing and implementing digital curriculum through school pilots and 3) deliver a PD program on content evaluation, instructional design and effective pedagogical practices for digital curriculum. This project leverages existing expertise and infrastructure of OSU's ORC, which specializes in reliable, valid methods for digital content evaluation. ORC will contribute validated rubrics and evaluation tools, expertise in core subjects and instructional design, online PD modules, and an online system to manage evaluations. EDCITE extends this work by evaluating the quality and design dimensions of digital content and collecting and sharing classroom implementation data. This project will accelerate the population of a comprehensive evaluation portal (DCEP)-covering free and paid content-providing a fast and reliable decision-making tool for adopting digital curriculum. Digital Content Evaluation Portal: This DCEP will assist districts with evaluating and adopting digital curriculum across disciplines, and will include the "best and best-known" content available for classroom use. All content will be evaluated using valid rubrics on 1) content quality, 2) pedagogy 3) use of technology and 4) alignment to state adopted academic standards. The portal will offer schools an independent resource, making the selection process more efficient and reducing the time to implementation. The DCEP is multi-dimensional and unique in that it combines information from reviews and teacher implementation. The portal is structured to facilitate content comparisons using uniform criteria and profile-based results. These value-added functions move the evaluations beyond "one-size fits all" towards a true recommendation model. The portal will save districts time, ensure a more objective approach to content selection, and help schools to select the best content to address specific student learning needs. Curriculum Implementation: Evaluations completed by teachers will guide districts' selection and implementation of digital content. Initial evaluations of digital curriculum will focus on the subject areas and grade levels targeted by participating districts. Implementation will be phased-in to support a seamless transition that is aligned to and consistent with approved courses of study. The data collection process will garner specific feedback, including effectiveness measures, aggregated student data, differential impact among students, time and resource allocation, student interest and engagement, and other elements. Professional Development (PD): The PD program will focus on the 1) review, evaluation, and alignment of curriculum; 2) instructional design principles in the development of curriculum; 3) customization and personalization of instruction 4) effective strategies for integrating digital content. PD includes a kickoff, delivery of 9 online modules, and participation in facilitated communities of practice. As teachers advance through the modules and complete activities, they will earn Digital Badges to document their competencies and skills. Teachers will complete 10 reviews. ORC Specialists will provide support and ensure evaluations meet standards for reliability, validity, and accuracy. Evaluations will be summarized by OSU specialists and compiled into a comparative report for each district's use.

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...
Student achievement is one of the goal areas for EDCITE. Although the project seeks to impact teaching and learning at various levels, the collective investment in teacher professional development, the infusion of high-quality digital curriculum, and the emphasis implementing effective teaching practices will support increases in student learning. These areas of focus provide the framework necessary to advance student learning in targeted subject areas. Districts in the EDCITE consortium have prioritized areas of high need and will target the following subject areas and grade levels: Mathematics, grades 1-12, Social Studies, grades 10-12, Science, grades 6-12, English Language Arts, grades 4-12, Educational Technology, grades 4-12. Expected changes in student achievement are increases in student engagement and motivation toward learning, increases in student performance data on classroom-based assessments (aligned to specific student learning objectives-SLOs), including traditional and performance-based assessments, and improvements in specific quality dimensions of student work. Teacher level data will be collected in order to analyze the degree to which particular programmatic factors contribute to improvements in student achievement. Evidence of increases in teacher knowledge, skills, and dispositions based on Pre/(baseline)/post assessments, level of engagement in professional development, and frequency of implementation of effective instructional practices will be collected and analyzed. Classroom level data related to the presence and use of digital curriculum and technology tools will be collected and analyzed. A detailed evaluation plan, including specific data collection instruments and data sources is outlined in Question 19.

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

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

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

The consortium will realize greater efficiency and effectiveness in the evaluation and selection of digital curriculum. Through a shared services model, curriculum evaluations will be pooled across districts and stored a shared database. Consortium districts will be able to access and use these shared evaluations to make more informed decisions about curriculum. Extensive teacher training and the use of reliable, valid evaluation tools will allow districts to use evaluations with a high degree of confidence. This shared services approach reduces the time and costs associated with curriculum review, establishes standardized processes to ensure consistent, high quality evaluations, creates efficiencies by housing evaluations in a centralized, sharable database, and permits ease of scalability as demand increases. Once launched statewide, DCEP will provide a streamlined, cost-effective solution for all districts use in the digital curriculum adoption process. Online PD modules are also shared across districts, delivered from a single platform. This approach brings greater consistency to the content and delivery of professional development, ensuring fidelity in implementation. The use of a digital badge holds all teachers to the same performance standards and standardizes the credential process, while providing tangible evidence of expertise for teachers. Evaluating various aspects of the shared services model focuses on metrics associated with the content evaluation, including metrics such as number of evaluations completed, inter-rater reliability, usage and access data, and other measures. A detailed evaluation plan, including specific data collection instruments and data sources is outlined in Question 19.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

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

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

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

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil
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.

8,386,034.20 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for the EDCITE pilot project in FY15: $8,386,034.20. Students impacted 20,645, teachers trained 162. 5 school districts have a budget for spending based on their level of participation (# teachers-classrooms participating, district size) and the IHE partner has a separate budget reflecting responsibility for overall project management and sustainability. Westerville: $1,597,459 Salaries-benefits: $266,000 Services: $709,865 Supplies: $621,594 Student Impact: 8583, grades 1-12 Teachers trained: 84 Hardware: 1872 chromebooks, 5 year service Content: 14 courses Buckeye Valley: $714,088 Salaries-benefits: $70,424 Services: $25,963 Supplies: $20,000 Capital outlay: $537,700 Student Impact: 2310, grades 9-12 Teachers trained: 17 Hardware: 360 laptops; 60 chromebooks, 5 year service Content: 6 courses Fairbanks: $853,297 Salaries-benefits: $43,000 Services: $62,187 Supplies: $353,481 Capital outlay: $394,620 Student Impact: 836, grades 1-12 Teachers trained: 11 Hardware: 31 ipads. ipods. chromebooks, 5 year service Content: 16 courses Licking Heights: $976,175 total Salaries-benefits: $95,000 Supplies: $37,425 Capital outlay: $843,750 Student Impact: 2250, grades 5-12 Teachers trained: 30 Hardware: 2250 chromebooks, 5 year service Content: STEM etextbook, 3 building licenses, 5 years South-Western: $2,064,016 Salaries-benefits: $90,000 Purchased: $1,055,016 Supplies: $789,000 Capital outlay: $130,000 Student Impact: 6667, grades 9-12 Teachers trained: 20 Hardware: 3,000 chromebooks, 5 year service Content: 7 courses Ohio State University: $2,180,998 Salaries-benefits: $1,569,327 Purchased services: $500,000 Supplies: $27,000 Other: $84,671 Prof Dev: 162 teachers, online delivery, product available ongoing Hardware evaluation: 5 types of hardware on 1,600 digital curriculum Academic evaluation: in-depth evaluation of program to measure increased teacher effectiveness and student achievement Digital Content Evaluation Portal: tested and deployed with initial 1,600 quality assessments of digital curriculum These costs support district activities to transition from a predominantly print-based curriculum and instructional delivery approach to a digitally based approach. These expenditures support districts’ 1:1 learning technology goals and their commitment to implement more efficient, reliable models for curriculum selection, which in some cases takes groups of teachers and staff up to 2 years to identify, review, purchase and implement quality digital content. OSU will deliver and refine professional development for teachers and staff focused on digital curriculum evaluation, instructional design and effective pedagogical practices for digital content. OSU will deploy its Digital Content Evaluation Portal during the pilot year testing usability with district teachers and staff, complete enhancements from feedback and populate the portal with teacher quality assessments by the end of the grant year. OSU will conduct an in-depth, academically constructed evaluation of the district's pilot activities to measure increased teacher effectiveness and the impact on student achievement. The evaluation plan is designed to compare implementation in math across all districts in grades 9-12 and to evaluate impact within each district in multiple disciplines. Processes and practices established from this project will be shared with all Ohio districts, including published best practices and recommendations for effective evaluation and implementation of quality digital content. Teacher PD and the Digital Badge system will be available to all Ohio districts at no charge, thereby facilitating the scaling of this project and extending the state's investment. The Portal will be populated with quality evaluation of over 1,600 digital curriculum products by the end of the pilot. These ratings and assessments will be delivered through the Portal and available to all Ohio districts at no cost through FY20.

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.

PD funds (stipends) will be expended for completion of online modules and required evaluations. Expenses for digital content will occur at the end of the grant period after evaluations are done. Full implementation of digital content will be deployed in FY16 which begins the impact on savings. To maximize cost-effectiveness, districts budgeted multi-year licenses. PD & DIGITAL CONTENT Westerville Salaries benefits: $266,000 (PD) Teacher stipend, no budget impact Services: $709,865 (digital content) already in district budget; 5 yr license; net neutral through FY20 Buckeye Valley Salaries Benefits: $70,424.50 (PD) Teacher stipend; no budget impact; net neutral; no sub costs required-online Services: $25,963.50; no ongoing content costs; purchase building license Fairbanks Salaries-benefits: $43,000; (PD) Teacher stipend; no budget impact; net neutral; no sub costs for online PD; added $11,545 annual costs for teacher PD and benefits, teacher attrition...
14. Will there be any expected savings as a result of implementing the project?

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

- 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. 

  4,186,597.00 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 through the funding of EDCITE, total savings are $4,186,597 as follows: Westerville Salaries and benefits: $266,000 PD expense is a teacher stipend; no impact on district budget, net neutral; no substitute costs needed for PD; district did not quantify as a flexible cost Purchased services: $709,865; not quantified by district as savings, but digital content purchases are already budgeted expenses and will extend budget; 5 year licenses extend savings Supplies: $621,594 Purchase of 1872 chromebooks with 5 year service agreement saves $559,188 in FY16-FY17 already budgeted; purchase for FY16 academic year Buckeye Valley Salaries-benefits: $70,424.50; no quantifiable savings reported Purchased services: $25,963.50; no quantifiable savings reported Supplies: $20,000; no quantifiable savings reported Capital outlay: $597,700; savings will come from PI Fund which is not attributable; funds would be reallocated but not quantifiable for 360 laptops; 60 chromebooks, 5 year service agreement Fairbanks Purchased services: $62,187.50 and Supplies $353,481.00; purchasing 5yr licenses translates into $69,433 annual savings FY16-20 Capital outlay: $394,629; accelerates existing technology budget; no sustained costs not already budgeted; savings in FY16; net neutral following for 31 chromebooks and ipads, with 5 year service agreement Total FY16 savings $282,717; FY17-20 $57,888 Licking Heights Salaries-benefits: $95,000.00; (PD) shows $15K cost reduction in PD annually FY16-20 Supplies: $37,425.00 (digital content) already budgeted; purchasing 5 year licenses at end of grant period, no added cost FY16-20, net neutral Capital outlay: $843,750.00; accelerates existing technology budget; no sustained costs not already budgeted; Saves $150,000 total over FY16-20 for 2,250 chromebooks with 5 year service agreement South-Western Salaries-benefits: $90,000.00 district allocation of PD will generate savings in FY16-17 of $174,280; additional years are net neutral although savings anticipated, not quantifiable Purchased services: Digital content already budgeted; 5 year seat licenses start FY16 saving $1,055,015 FY16-20 Supplies: $789,000.00 Hardware already budgeted; 5 year service begins FY16, FY16-20 savings $765,830; purchases 3000 chromebooks The overall savings is: $451,309 annually and FY16-20 $1,995,125 Ohio State University Salaries-benefit: savings to allocated costs for this grant will be generated by 3 verifiable retirements and new reduced wages FY16-20: $583,015, OSU absorbs annual increase, benefits, etc. Usability testing, research design tools, PD training expense, and software enhancements costs for FY15 are directly related to pilot period. Leverages savings of $65,000 annually totaling to $325,000 FY16-20 total savings.

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

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

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range 7/1/14 - 9/30/14

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

PROJECT MANAGEMENT & OVERSIGHT: 7/1/14–8/31/14 Leadership infrastructure will be established to provide oversight and manage the implementation of project activities. A steering committee (Dr. Kellogg, chair) with representatives from districts and OSU will be assembled. An implementation team, with districts leads from all consortium members, will be created to lead aspects of the project. Work groups will complete activities to address 1) Professional Development, 2) Technology, 3) Evaluation, and 4) Shared Database. Steering committee, implementation team, and work groups will meet during week one of the project to finalize scopes of work and timelines, meeting dates, and communication plans. TEACHER PD: 7/1/14 - 8/1/14 The grant planning team will continue to prepare for the August 1.5 day PD kickoff by producing the online modules. Upon notification of award, districts will finalize teacher lists and complete registration for the PD program. Project staff will also set up a Digital Open Badges metadata schema for badge development to credential teachers. The team will build and load the PD course in the Westerville Learning Management System (LMS) and establish an online PD school for each district, create teacher accounts, and work with the project evaluator on plans to collect the baseline data. TECHNOLOGY: 7/1/14-9/30/14 Tech team finalizes technology acceptance model and plan for user testing of system (DCEP) beta release. EVALUATION: 7/1/14-7/31/14 Lead evaluator works with implementation team to secure permissions and plan for baseline data collection. SHARED DATABASE: 7/1/14-7/31/14 Implementation team identifies digital curriculum and content sets for initial evaluation. Content is loaded into evaluation workflow; initial metadata entered into OSU system; reviewers assigned.

* Anticipated barriers to successful completion of the planning phase

BARRIERS: The PD course must be in place by the August 5 kick-off, so there is an aggressive timeline to begin the project. Districts must confirm all participants prior to kickoff. This coincides with the start of the academic year, which is a busy time for schools. To mitigate this issue, districts will submit preliminary teacher lists in advance. All technology tools being used for the PD and the evaluation are in place, which will streamline teacher registration into the PD program and allow the modules to begin quickly.

18. Implementation - Process to achieve project goals

* Date Range 8/5/14 - 6/30/15

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.

EDCITE sustainability is built upon the long-standing success of its Ohio Resource Center. The sustainability plan expands the services of ORC in order to adapt to the rapidly changing landscape of K-12 education and the proliferation of digital content. OSU's $6.5M investment will allow the grant activities funded under Straight A to be integrated into the broader deployment of the Digital Content Evaluation Portal. By working in tandem, OSU staff and EDCITE districts can magnify the impact of their work and reach districts all across Ohio. The sustainability of this work ensures that all districts, regardless size and wealth, have access to reliable and trustworthy evaluations. Further, it enables all districts to benefit from the ground breaking of EDCITE participants. Savings for this project were realized through staff attrition (three verifiable retirements) and reductions in wages. Savings for FY16-20 total $4,186,597 and include categories of salaries-benefits, purchased services, capital, materials and supplies. The majority of costs for this project are aimed at classroom and building capacity through professional development and streamlined curriculum adoption processes and enhanced technological infrastructure of schools (hardware and software investments). EDCITE districts offset the costs of digital content purchases through reductions in other expenditures, specifically personnel salaries and purchased services. These reductions continue through FY20, allowing schools to see savings for five years. Investments in supports for enhancing classrooms over the next five years are also sustained, as teachers and students will have access to the equipment and curriculum needed to increase achievement long term. These expenditures reflect one-time costs for districts, as service agreements were bundled with initial costs and ongoing deployment and maintenance are embedded within existing district structures.
PROJECT MANAGEMENT & OVERSIGHT: 9/1/14-6/30/15 Steering committee and implementation team will engage in regular meetings and ongoing communication to monitor project activities. Project staff will provide monthly implementation and interim evaluation reports to track progress. TEACHER PD Date Range: 8/5/14-6/30/15 The face-to-face 1.5 day kick-off meeting is already scheduled for August 5-6, 2014. Teachers will complete the pre-assessment surveys and engage in other baseline data collection methods and complete evaluator training modules during the first six weeks. The online PD course will continue throughout the academic year with micro-credentials (badges) earned as modules are completed. Teacher discussion groups (communities of practice) will be established at each implementation site and online. Opportunities for teacher reflection are embedded throughout the course. TECHNOLOGY: 10/1/14-6/30/15 Tech team will commence user testing and uses feedback to enhance interface, evaluation design and layout, search engine, and other system functionality. Beta version launched for consortium members in Dec. 2014. Full system launched for all Ohio schools June 2015. EVALUATION: 8/1/14-6/30/15 Team lead will implement evaluation plan for data collection and analysis. Interim reports provided to steering committee in order to gauge progress toward meeting project goals. Final evaluation report for Year 1 prepared and submitted at the end of the project period. SHARED DATABASE: 8/1/14-6/30/15 Team will track curriculum evaluations to ensure progress toward targets. OSU team monitors evaluation measures including inter-rater reliability, completeness, and accuracy of independent evaluations. Evaluation and implementation data is added to database entries.

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

BARRIERS: Delays in access to publisher content or evaluations may pose a barrier to populating the database. To mitigate this barrier, the OSU team has initiated relationships with curriculum publishers prior to the start of the project to facilitate access to content. All technology needed for PD delivery and for content evaluations is well-established. Software tools monitor the evaluation workflow and are set to provide reminders to reviewers and alert appropriate OSU staff who can resolve the issue and avoid delays.

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

* Date Range 5/1/15 - 6/30/15

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

SUMMATIVE EVALUATION (5/1/15-6/30/15) determines the level of success and continued extension of the project and will be carried out at the end of Year 1 to assess short-term goals and at the end of Year 5 to track long-term goals. STUDENT ACHIEVEMENT: Short-Term Impact (2014-2015): 1) Teachers’ engagement data from PD and Pre(baseline)/Post assessment of teacher’s knowledge of standards alignment, digital content review protocols, and related knowledge and skills in instructional design, technology integration, and technology-based pedagogy; 2) Pre(baseline)/Post analysis of instructional artifacts evaluating the alignment of Student Learning Objectives (SLOs) and teacher instruction in using digital curriculum; 3) Non-attributable, aggregated student data from local assessment measures mapped to SLOs; 4) Pre(baseline)/Post data on digital content purchases in consortium districts, numbers and quality; 5) Policy documents and artifact analysis on districts for evaluating and selecting content for purchase. Documentation of strategies and implementation; 6) Pre(baseline)/Post survey on teachers’ self-efficacy and attitude toward digital content implementation. Long-Term Impact (2015-2020): 1) Students’ engagement and motivation in digital learning; 2) Digital culture in schools; 3) Interviews with teachers, administrators, and students. REDUCED SPENDING: Short-Term Impact (2014-2015) and Long-Term Impact (2015-2020): 1) Pre(baseline)/Post expenditures data on professional development costs; 2) Pre(baseline)/Post expenditures data on project costs savings; 3) Pre(baseline)/Post expenditure data on print textbook and printing; 4) Pre(baseline)/Post expenditure data on digital content. SHARED SERVICES: Short-Term Impact (2014-2015) and Long-Term Impact (2015-2020): 1) Districts accessibility data to digital content; 2) Pre(baseline)/Post data and survey on accessibility of digital content; 3) Portal usage data by districts.

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

BARRIERS: Limited timeframe to establish assessment baseline in three areas (student achievement, reduced spending, and shared services). To mitigate this barrier, the OSU evaluation team will work closely with school districts to collect baseline data prior to the project implementation date.

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

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

Please enter your response below:

DISTRICT: Major advances in districts’ transition to digital curriculum will result through Digital Content Evaluation Portal (DCEP) use to obtain independent and objective data on curriculum choices, Evaluating free and paid content, the DCEP will increase access to quality, digital curriculum across all participating districts, and streamline the process for district adoption of digital content. Purchases of software and the hardware needed for delivery will also increase districts’ capacity to accelerate the transition to digital curriculum. TEACHER: Significant changes will occur in how teachers evaluate digital curriculum, plan for instruction using digital curriculum, and implement digital content and technology tools into their instruction. From PD, instructional design and technology integration expertise will lead to improved teacher effectiveness in implementing digital classroom content to meet the needs of diverse learners. COLLABORATION: Online communities of practice created across districts will provide a collaborative network for deepening teachers’ understanding of standards, content knowledge, and effective pedagogy. The platform also provides opportunity for the exchange of ideas and effective practices. INTEGRATION of online communities of practice into existing professional learning structures provides a pathway for ongoing sustainability. STATE: Opportunity for broader impact for the purchase of digital curriculum as the Digital Content Evaluation Portal (DCEP) is rolled out statewide (by June 1, 2015). Leveraging funding from OSU, support for additional districts will be available as the Professional Development modules are made available by May 1, 2015).
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.

Making the transition from print to digital curriculum allows schools to meet the learning needs of an increasingly more diverse student population with greater effectiveness and with better quality materials. This transition expands the curriculum opportunities for students, helping struggling students to stay on track while providing opportunities for more advanced students to accelerate. Digital curriculum gives teachers the flexibility to combine content from multiple sources to customize and personalize learning for students. Content can be augmented and remixed easily to tailor it to the needs of students. STUDENT ACHIEVEMENT: Teacher quality is the number one indicator of increased student achievement (Darling-Hammond, 2010, Goe & Stickler, 2008, Rice, 2003). Conversely, a lack of teacher knowledge translates directly into poor student achievement. By investing in high quality, job-embedded professional development, EDCITE enhances teacher learning and promotes effective instruction. Increasing teacher and student access to high quality digital curriculum enhances the learning environment by boosting student engagement and motivation toward learning and providing greater flexibility for teachers to differentiate their instruction to better meet students’ needs. SHARED SERVICES: The transition to digital content goes beyond building infrastructure and acquiring equipment. It is equally important to foster new perspectives and to support teachers in developing the skills to use the content effectively. New academic learning standards and next generation assessments require more robust curriculum materials and more differentiated learning opportunities for students.

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.

Dr. Kui Xie, assistant professor in Educational Technology from the College of Education and Human Ecology at Ohio State University will serve as an external evaluator for this project.

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

FORMATIVE EVALUATION, focused on the collection and analysis of data to pinpoint specific errors and areas of improvement to ensure effectiveness and efficiency of the project, will be carried out extensively during the project period across all three project-components. PD: techniques i.e. one-to-one trials, small-group evaluation, field trial, will be adopted (Instructional Design by Dick, Carey, Carey, 2009). Data sources include pre/post- teacher surveys (engagement and attitude in PD, content knowledge knowledge in digital content evaluation, and technology-based pedagogy), and trial feedbacks, focus group interviews.

* 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.

CURRICULUM EVALUATION: An internal advisory committee will be formed to establish a monitoring system to collect evaluation data, track project progress, and ensure the quality of evaluating, purchasing, and implementing digital curriculum. Data sources include pre/post data (quantity and quality) on digital content purchase, and focus group interview data about related processes. DCEP: External expert consultants will assist in testing the beta system monthly in year 1 addressing usability, functionality, utility of the system, quality-matter, accessibility, etc. Data sources include expert consultants’ reports, teachers’ attitudinal survey, and focus group interview data. For each iteration, all feedback serving as progress reports will inform the consortium to determine if modifications are needed. The lessons learned will be disseminated through OSU media channels. SUMMATIVE EVALUATION, which determines the level of success and continued extension of project, will be carried out at the end of Year 1 for assessing short-term goals and at the end of Year 5 for tracking long-term goals, both addressing student achievement, reduced spending, and shared services. The specific summative evaluation plan is delineated in Question 19.

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

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

Please enter your response below.

Through this project, the consortium has taken a comprehensive and coordinated approach to implementing digital curriculum that will impact teacher professional development, classroom instruction and student learning, district level curriculum selection practices, and state level infrastructures to support the adoption of digital content. IMPACT ON PD: During Year 1 of the project, 162 teachers will complete a PD program, which will improve their knowledge of evaluating digital curriculum, instructional design, and effective implementation. Using formative evaluation data, each module in the PD program will be revised deployed flexibly for use by consortium districts as they engage
additional cohorts of teachers not part of the initial rollout. Additionally, all PD modules will be open to teachers in all Ohio districts, beginning in Year 2, with the goal of credentialing 2,000 teachers by the end of Year 5. IMPACT ON CLASSROOM INSTRUCTION AND STUDENT LEARNING: As a result of teachers’ year-long professional development experience and the infusion of technology tools and digital curriculum, significant changes are expected in in teachers’ use of digital curriculum. Based on research conducted in similar initiatives, positive changes are expected in in the frequency and effectiveness in integrating teachers’ use of digital curriculum, integration of technology tools (computers, tablets, web-based applications) into instruction. Student learning opportunities will be personalized to meet their specific learning needs, as teachers become more skillful in differentiating their use of tools and assigning digital content based on students’ individual needs. Thus, performance on classroom-based assessment measures are expected to show improvements as teachers incorporate these practices. IMPACT ON CURRICULUM ADOPTION PROCESS: During Year 1 of the project, districts will improve the curriculum evaluation and selection process, moving from a costly and time intensive process to a more streamlined approach. These changes will allow districts to save money and shorten the time from selection to classroom implementation. Participating teachers will complete 1,620 evaluations of digital curriculum, significantly more than a single district could accomplish in one year. Sharing evaluations across districts allows educators to leverage their shared expertise. Instituting a more efficient and effective evaluation process allows districts to determine the curriculum that best fits their local needs while saving time and money. In Years 2-6, districts will apply these reliable, credible evaluation practices to other subject areas and grade levels as they continue to transition to digital curriculum. IMPACT ON STATE INFRASTRUCTURE: One broader goal of EDCITE is to populate an independent portal with valid and reliable evaluations of the “best and best known” digital curriculum. The DCEP will be available for all Ohio schools to use at no charge through 2020, beginning in Year 2, as they select curriculum for adoption. By the end of Year 1, the DCEP will house 1,620 evaluations and implementation data. Evaluations will continue after the project ends and are projected to reach 6,620 by 2020.

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 project evaluation plan will be implemented in 2 phases. Phase 1 focuses on data collection and analysis of activities implemented in Year 1. During this phase, data will be collected throughout the year and synthesized into a final report at the end of the project. In phase 2, benchmark data will be collected annually through June 2019 and summarized in a final report. 1. Benchmarks related to STUDENT ACHIEVEMENT incorporate expected improvements resulting from teacher professional development, classroom instruction, and students’ opportunities for learning. Analysis of data across these 3 areas will be analyzed to determine how they contribute to improvements in student learning. Teacher PD 1.1 Number of teachers from consortium districts completing 9 PD modules, goal 100% completion rate during 2015 and 90% completion rate through 2020. 1.2 100% of teachers will meet performance criteria earning digital badges for each PD session, as an indication of growth in knowledge and skill areas addressed in PD modules (standard alignment, digital content review protocols, instructional design, and technology-based pedagogy) during 2015; 90% overall success rate by 2019. 1.3 Evidence of teacher growth on pre/post assessments in teacher's knowledge of standards alignment, digital content review protocols, and related knowledge and skills in instructional design, technology integration, and technology-based pedagogy. 1.4 100% of teachers will demonstrate measurable improvement in meeting specific student learning objectives from the use of digital curriculum in combination with teacher instruction. 1.5 100% of teachers will demonstrate a measurable increase in self-efficacy in evaluating digital curriculum-content during 2015. 1.6 Evidence of improvements in aggregated classroom student performance data in estimated 700 classrooms in FY15-20. 1.7 Evidence of increase in students’ engagement and motivation, pre/post digital learning surveys and interviews.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

2. Benchmarks related to SHARED SERVICES: (2.1) Number of digital curriculum evaluations completed in 2015: annually by year through 2020. (2.2) Maintain an inter-rater reliability measure of 90% or higher for the evaluation program during 2014-2020. (2.3) 1,620 evaluations of digital curriculum posted to DCEP in 2015; 6,620 by 2020. (2.4) 100% of consortium districts demonstrate usage of shared evaluation data in 2015. (2.5) Usage of shared evaluation data by 500 Ohio districts and schools by 2020.

* Other Anticipated Outcomes

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

- Yes
- No

If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.
The major components of the EDCITE project, both the DCEP and the PD program, may be replicated in other Ohio districts and schools. Scaling beyond the auspices of the Straight A grant has been planned from inception. Ohio State has committed $6.5 million of university funding to support the sustainability of the EDCITE project over the next 5 years. Access to the Digital Content Evaluation Portal will be available for use by all Ohio school districts through 2020, enabling them to replicate more efficient, cost-effective, and reliable curriculum adoption processes emerging from the EDCITE project. This Portal will enable fast and reliable selection of digital content by providing a robust database that allows users to search for digital curriculum that best fits the needs of their teachers and students, decreasing time to implementation. Consortium districts will formalize processes to access and share evaluations from one another as they make curriculum decisions. These practices can be readily scaled beyond the consortium to other districts to inform their decision-making and encourage collaboration and efficiency through a shared services model. Consortium leaders, district superintendents and other staff participating in the project, will promote the use of the DCEP to expand its use across the state. Program expansion is expected to add 10-20% per year to the number of students subsequently impacted. Ohio State's funding has been committed to support this PD program and keep it current through 2020. The PD program as outlined for the grant employs a blended learning model for deployment within the consortium, but the modules will be subsequently revised and updated into self-paced web-based modules, incorporating feedback from formative evaluation data. Each module will carry a digital badge credential, which can be earned upon successful completion of module activities and performance-based assessments. During Years 2-5, teachers who successfully complete the PD modules on content evaluation will be invited to review content for inclusion in the DCEP. As evaluators, teachers will also earn PD credit and be paid freelance for completing evaluations. These statewide digital content evaluation cohorts be integrated into the current operating plan and budget of the Ohio Resource Center (which already manages a statewide cohort of paid reviewers), providing ORC with an additional source of highly skilled content evaluators. Teachers can apply the knowledge from the PD modules to daily classroom instruction and contribute to their district’s curriculum adoption process. Additionally, PD may be completed without impacting instructional time, thus reducing the use of substitute teachers. 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).

John Kellogg, Ed.D. Superintendent Westerville City Schools
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<tr>
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<td>Buckeye Valley Local</td>
<td>046755</td>
<td>679 Coover Rd, Delaware, OH, 43015-9562</td>
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### Partnerships

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<tr>
<td>Nicole</td>
<td>Luthy</td>
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<td>190 N Oval Mall, Columbus, OH, 43210-1321</td>
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<tr>
<td>Nicole</td>
<td>Luthy</td>
<td>Director, Ohio Resource Center, The Ohio State University</td>
<td>Responsibilities will be to serve as the Principal Investigator for OSU and will provide leadership for the delivery of services to school districts in the consortium. Dr. Luthy will work with team leaders to ensure successful implementation of the teacher PD program, the evaluation of digital curriculum and database development, and the deployment of the digital evaluation portal.</td>
<td>In her role at ORC, Dr. Luthy manages multiple K-12 academic and educational technology projects, oversees content curation and alignment efforts for the ORC and ilearnOhio resource repositories, and supervises the development and delivery of online professional development.</td>
<td>To this project, Dr. Luthy brings extensive experience and expertise in the development, evaluation, and implementation of digital curriculum, online professional development, technology integration, project leadership and management, and program evaluation.</td>
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<td>Erik</td>
<td>Shuey</td>
<td>Executive Director of High Schools, South-Western City Schools</td>
<td>Responsibilities will be to serve as the site coordinator for the grant. In this role, Dr. Shuey will ensure that project expectations are met by facilitating the implementation of the teacher PD program, working with district staff to select and purchase digital curriculum, and assisting with data collection and evaluation efforts. As the project lead for South-Western City, Dr. Shuey will work collaboratively with consortium members to coordinate implementation efforts.</td>
<td>Dr. Shuey is currently collaborating with other educators to create and implement a Health Technologies program, which is funded through the first round of Straight A funds. Dr. Shuey also leads an Alternative Challenge Grant, which is supported through ODE funding.</td>
<td>In his position as Executive Director of High Schools, Dr. Shuey is responsible for leading the evaluation, selection, and implementation of curricula. Furthermore, he leads professional development for staff members who serve as instructors for courses and programs under his supervision. Dr. Shuey's role aligns perfectly to the goals and objectives of the grant.</td>
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<td>Tracy</td>
<td>Cindric</td>
<td>Science Specialist and Professional Development Coordinator, Ohio Resource Center, The Ohio State University</td>
<td>Responsibilities will be to work with consortium district staff members to plan and implement the teacher professional development program. Ms. Cindric will serve as the primary liaison between the ORC content specialists and the school district team leaders in coordinating the delivery of the professional development program.</td>
<td>Ms. Cindric has over ten years of experience developing and delivering face-to-face, blended, and fully online professional development and supporting effective technology integration. She has extensive experience with Ohio's New Learning Standards and was a key contributor to the development of the science standards and Model Curriculum, including selecting aligned, best-practice resources.</td>
<td>In prior positions, Ms. Cindric provided PD and training for science facilitators across Ohio and coordinated over 100 statewide meetings to gather resources for the science Model Curriculum. She manages the professional development program for ORC, which requires coordinating the work of content specialists, technologists, and external providers.</td>
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<td>Catherine</td>
<td>Holewinski</td>
<td>Director of Technology, Buckeye Valley Local Schools</td>
<td>Responsibilities will be to oversee the implementation of all aspects of this grant in</td>
<td>As Director of Technology, Ms. Holewinski has been</td>
<td>Ms. Holewinski brings experience and expertise in coordinating and</td>
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<td>Angel King</td>
<td>Director of Curriculum and Instruction, Licking Heights Local Schools</td>
<td>Ms. King will be responsible for leading the implementation of grant activities in her school district and planning for the long-term sustainability of the project. She will serve as the liaison between Licking Heights and the consortium. Specifically, Ms. King will coordinate the teacher PD program, assist with the curriculum selection and purchase process, and manage communication between Licking Heights and other consortium members. Ms. King is the district coordinator and liaison for the Pathways to Prosperity grant awarded as a result of the first round of Straight A grants. As coordinator of these grants, Ms. King works closely with the district treasurer and external coordinators to meet all the requirements for monitoring the budget, managing timelines, and achieving project goals. Ms. King has experience managing similar grant projects. She is currently serving as the grant coordinator for several grants in the district, including Race to the Top and the Early College High School.</td>
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<td>William (B.J.) Thaman</td>
<td>Technology Coordinator, Fairbanks Local Schools</td>
<td>Responsibilities will be to lead the implementation efforts for his district, collaborate with other consortium members to coordinate the teacher PD program, and manage the selection and purchase of digital curriculum. Mr. Thaman will be responsible for providing technical support and professional development to teachers in his district. He will also manage the selection, purchase, and deployment of all hardware and software purchased for the grant. Mr. Thaman has worked directly with administrators, teachers, and students for fourteen years to manage technology projects, deliver technology-related professional development, and support the implementation of project-based learning. Mr. Thaman also works with elementary teachers on integrating technology into their instruction. Mr. Thaman is an active collaborator with many other school districts in his area. He has helped colleagues to plan and deliver shared professional development services for member school districts.</td>
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<td>John Kellogg</td>
<td>Superintendent, Westerville City Schools</td>
<td>Responsibilities will be responsible for providing primary leadership and oversight for the project. He will chair the EDCITE Steering Committee and ensure implementation of grant activities across the consortium. As Superintendent, Dr. Kellogg has expertise and experience in directing large-scale projects. In his district, he has led the strategic planning process and the development of a five-year Learning and Teaching Roadmap. Prior to serving as superintendent, Dr. Kellogg implemented grant-based programs and initiatives for South-Western City Schools. Dr. Kellogg brings extensive leadership experience. He has participated in the Educational Service Center of Central Ohio 2011 District Leadership Institute, completed Lean Six Sigma training, participated on the Mayor of Bexley’s Budget Review and Recommendations committee, served on the Capital University Institutional Review Board as a community</td>
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<td>Name</td>
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<td>Stephanie</td>
<td>Donofe, Curriculum Coordinator/District Instructional Technology, Westerville City Schools</td>
<td>Responsibilities will be to coordinate the implementation efforts of consortium schools in collaboration with OSU/ORC leadership. Ms. Donofe will ensure that the appropriate staff members are enrolled in the PD program, work with teachers to implement the digital tools and curriculum for student learning, and assist in collecting data to measure student growth. As the district coordinator for Instructional Technology, Ms. Donofe will assume responsibility for managing the content purchases, equipment, and digital tools. She will work with ORC staff to deliver professional development around content and integration strategies, providing support for district-level staff as they work toward impacting student learning through the implementation of digital curriculum.</td>
<td>Ms. Donofe has experience with comparable programs. She is currently working on a first-round Straight A grant that supports the business and logics program at Westerville City Schools. Ms. Donofe is a member of the planning team for the five-year Learning and Teaching Roadmap, aimed at transforming learning through mobile device implementation, digital content, and access equity. As a coordinator for her district tech team, Ms. Donofe manages the rollout of the Learning and Teaching Roadmap.</td>
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<td>Kui</td>
<td>Xie, Assistant Professor in Educational Technology, Department of Educational Studies, College of Education and Human Ecology, The Ohio State University</td>
<td>Dr. Xie will be responsible for conducting research and evaluation activities related to the proposed project. Specifically, he will oversee the evaluation components, assist in instrument design, monitor the data collection by various stakeholders, manage expert consultants, manage the evaluation data, conduct statistical analysis, and report the statistical results to the project leader.</td>
<td>Dr. Xie holds a Ph.D. in Instructional Psychology and Technology from the University of Oklahoma. He has extensive teaching and research experience in areas related to e-learning and online education, instructional design, and technology integration for learning as well as students’ engagement, students’ motivation, and human cognition. He also has knowledge and skills in instructional design, digital content evaluation, and project evaluation, which are closely related to this project. Dr. Xie has successfully managed numerous funded research projects related to students’ engagement and motivation in digital learning settings. Those projects utilized appropriate learning technologies and strategies in classes and were grounded in motivation and learning theories. He has published numerous papers in top peer-reviewed research journals and has presented extensively at national and international conferences.</td>
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<td>Tony</td>
<td>Kutlu, Manager, Project Management Office at OH-Tech, The Ohio State University</td>
<td>Mr. Kutlu will serve as the Technology Manager for the project. In this role, Mr. Kutlu will be responsible for coordinating OSU’s ongoing work with the DCEP with the goals of this project. Mr. Kutlu is PMO certified an adjunct business faculty at Ohio Dominican University and retains a Masters of Business Administration, Ohio</td>
<td>Mr. Kutlu has over twenty years of experience leading large-scale technology projects and is skilled in project management, iterative design processes, and</td>
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will work with members of the grant leadership and implementation teams and the OSU technology teams to populate the shared database and manage beta testing and the final launch of the DCEP.

Dominican University.

strategic planning. He has successfully lead the implementation of multiple large scale technology initiatives for companies including Cardinal Health, Nationwide Insurance and The James Group Consulting.