

Budget

Charles School at Ohio Dominican University (007999) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (274)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		49,000.00	7,570.00	71,000.00	180,381.00	311,000.00	0.00	618,951.00
Support Services		49,000.00	7,570.00	245,000.00	0.00	51,070.00	0.00	352,640.00
Governance/Admin		0.00	0.00	180,000.00	0.00	0.00	0.00	180,000.00
Prof Development		0.00	0.00	238,000.00	0.00	0.00	0.00	238,000.00
Family/Community		0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	394,482.00	0.00	130,000.00	0.00	524,482.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		98,000.00	15,140.00	1,153,482.00	180,381.00	492,070.00	0.00	1,939,073.00
Adjusted Allocation								0.00
Remaining								-1,939,073.00

Application

Charles School at Ohio Dominican University (007999) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (274)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Transition Hot Spots: Improving Student Achievement in Science and Technology

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

The TGFS innovative project targets four critical transition hot spots for student achievement in Science and Technology - 3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post-secondary. A collaborative team of teachers, across grade levels and schools (The Charles School at Ohio Dominican University, The Graham School, Graham Expeditionary Middle School and Graham Primary School) and including representatives from ODU, will create cross disciplinary learning expeditions grounded in the scientific method with specific learning targets and aligned to the common core standards to aid these students in adopting new habits of scholarship and improving achievement levels. In order to improve student achievement in Science and Technology we will furnish four science labs, deploy 1:1 computer: student relationship and appropriate infrastructure support, and collaboratively integrate expeditionary learning practices into hot spots transition grades 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.

740 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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Ed Ingman

Organizational name of lead applicant
The Charles School at Ohio Dominican University

Address of lead applicant
1270 Brentnell Ave.

Phone Number of lead applicant
614-258-8588

Email Address of lead applicant
addison.2@thecharlesschool.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

Successful student transitions are critical to achievement at each subsequent educational level. This area has been identified as an area that will impact student achievement in our schools. Focus on transitions will significantly improve student readiness for each next educational level socially, academically, and personally. Because science and use of the scientific method are the ultimate examples of experiential learning, an essential focus of our educational model, science will be the area of focus in the transition years that will help solve problems of engagement and achievement. There are currently no science laboratories in our schools, severely restricting the teaching and learning of science. Use of technology tools is critical to educational achievement and employment in the 21st century and promote engagement and personal educational initiative. In addition, to effectively infuse assessments for data collection and analysis and use in the classroom, digital technology is a critically needed tool. Because the digital technology in our schools is typically unreliable and often unavailable, it is essential for the schools to upgrade the infrastructure and acquire updated equipment.

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

Project Goals: Create collaborative communication structures for treating student achievement Gaps in Science and Technology at transition hot spots; Employ experiential, hands-on pedagogy including consistent use of the scientific method; Develop 4 science labs; Deploy 1:1 computer: student relationship and appropriate infrastructure support; Integrate multiple resources and perspectives led by Expeditionary Learning collaborative professional development to support student achievement in science and technology. The innovative project targets 4 critical transition hot spots for student achievement in Science and Technology - 3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post-secondary. A collaborative team of teachers, across the consortium and including ODU, will meet regularly to assess student performance in science and technology helping them to adopt new habits of scholarship and align the curricula for the Hot Spot transitions. Expeditionary Learning (EL) coaches will facilitate the building of Learning Expeditions that are responsive to the strengths and weaknesses in science and technology student achievement. These are hands-on, problem based, cross disciplinary, research centered teaching/learning events that are aligned to common core learning outcomes. The Teacher Team will work with multiple strategies and partners. Assessment and strategic communication strategies are critical to the project's success. Why Transition Hot Spots? Successful student transitions are critical to achievement at the next level and ultimately to high school graduation and beyond. Research evidence shows that intentional transition strategies impact dropout rates, enhance academic performance, alleviate student and family stress, and increase high school graduation rates (Williams, Kirst, Haerter et al 2010). Research shows that the most effective methods for addressing these difficult transitional periods, requires multiple strategies. Why Science? The study of physical science, biology, chemistry and physics are important elements of the common core. Science has been singled out for improvement because at its core, science is a structured experiential form of critical thinking. Science methods require collaboration, learning scientific language, understanding the context of problems and solving them. Understanding and employing the vocabulary and methods of science are foundational to student achievement. Science labs will complement current field and class work improving consistency in use of scientific methods which will carry over to other academic subjects and habits of scholarship. Why Technology? Among the most ubiquitous tools for communication, collaboration, learning, entertainment, and the workplace are digital devices. These tools allow students, teachers, parents, and the community to be connected in ways unimaginable in the past. The transparent use of digital technology in schools is currently required for the management of school operations, finances and student assessment. Technology is an essential classroom tool as well. We need digital technology to be a predictable part of our teaching and learning. Significantly improved resources and infrastructure for teaching and learning Science and Technology are required. These include renovations of classrooms into science labs including power, water, ventilation, technology and lab equipment. The consortium schools currently have no science labs. We will equip all students with tablet computers and provide the appropriate network infrastructure to support 1:1 computing for students and teachers as well as a secure network structure across the schools. We will create a Student Technology Geek Squad to provide level one support for devices, the network of each school, trained teachers, and three IT personnel.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

TGFS all provide an experiential learning focus with a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. The schools foster student ownership and responsibility for their education that prepares them to be successful in college, and the workplace. The science and technology teachers in 3rd/4th grades, 5th/6th grades, 8th/9th grades, 11th/college will form a special team to align curriculum and work collaboratively to close gaps. As a group all

grade level teachers will loop through the entire curriculum to identify strengths and weakness. This collaborative recursive planning and evaluation by teachers, counselors and administrators will: propose solutions, track curricular progress, trade classrooms, monitor successes and failures, fine tune lessons, identify students in need of specific interventions, learning expedition planning, etc. Communication between teachers in various grade levels will focus instantiating building blocks for learning science across the curriculum and advise one another on ways and means to accomplish increasing student achievement. School level Teacher meetings and workshops occur daily in each school (whole staff, data teams, grade level teams, content area teams). This ensures that every teacher is involved in the heightened focus on the transition hot spots for science and technology. TGFS consortium will extend our affiliation with the school design group Expeditionary Learning (EL). Both GEMS and GPS are EL affiliated schools. Expeditions make content standards come alive for students involving them in original research, critical thinking, and problem solving, and building character along with academic skills. Expeditions will focus on building competencies in science and technology that are aligned to core standards. EL will provide our school leaders and teachers with professional development, curriculum planning resources, and new school structures to boost student engagement, character development, and achievement in science and technology. Three IT professionals service the technology and will support the elaboration of the Student Technology Geek Squad to assure technology support is excellent and available. A 1:1 student relationship with digital tools will allow us to implement innovative structured curricula in science and technology. Student benchmarks/Gateways are a visible and concrete way for students to track their progress. A series of Technology benchmarks/Gateways across the curriculum will maintain evidence of students' progress in electronic portfolios. We will build a Hot Spot Learning Portal to provide access to materials and provide electronic communication tools that support the work. Multiple Strategies for improving student achievement include: 1) Student Engaged Assessment - an EL core practice that includes student understanding and reflection; 2) Having Healthy Minds and Bodies, a) Neurobiology and Mindfulness (TGS curriculum, TGFS Counselors provide instruction in brain function and its relationship to student emotional and cognitive behaviors), b) Healthy Community resources - OSU Student Wellness Center provides tutors, assessments, mini courses, and convenient access to Wellness Center for students, families, communities near GEMS and GPS). 3) Unique focus on African American Males, a) "From Boys to Men" provides mentoring tied to the needs of our African American student populations, b) Ohio State University The Todd A. Bell National Resource Center on the African American Male will provide mentors; 4) Student Technology Geek Squad will provide peer to peer mentoring on technology and level one tech support. Strategic communication within and between each school and to the larger community will be facilitated by Battelle for Kids. Multiple measures and methods for assessing student progress and achievement will be employed.

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.)

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

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

1,939,073.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The grant will infuse 4 schools with much needed science labs, equipment, supplies, and technology tools that have to date not been available or reliable; significant teacher training in science teaching, learning and benchmarks and integration of technology tools into the classroom; Technology training including basic systems operations. The grant will provide structure, process, instruments, samples and training enabling teachers, IT staff, and our Education Data Analyst in partnership with The OSU Office of Student Life to collect, monitor, interpret and use data more effectively; a wellness thread throughout our science curriculum; the foundation for a mentoring program focused on African American males; a "map" for using classroom technology to improve teaching and learning for students with special needs; and a communication structure allowing us to better engage our families and community. These additions will considerably improve the environment for teaching and learning in our schools but will not incur significant additional costs. Our current staffs are poised to learn new methods, collaborate, communicate and enrich their classroom work with a variety of new tools and knowledge. TCS-Purchased Services-Lab renovation \$68,805 plumbing for drainage, shower, sinks, eyewash, and gas lines with floor finishing, electric outlets, hookups, painting, installing lab tables. Finished lab will be used by all science classes on rotation (\$25,000 raised from private foundation for overruns/finishing). Tech security plan \$5,000, project evaluation/OSU \$30,000 (six years prepay). OSU wellness \$5,000, research on integrated wellness curriculum/OSU \$5,000, OSU/mentoring \$2,500 during grant period. Re-cabling building \$15,000, Battelle for Kids to develop a comprehensive communication plan to engage multiple stakeholders \$6250, ODU VP for academic affairs one time stipend \$5,000 for participation in EL-PD, EL 10 days \$25,000, Stipends \$52,000, teachers trained will train other teachers. Grant oversight \$30,000, Science Expedition \$10,000 for transportation, future expeditions will occur within confines of current budget, educational software \$10,000. Capital Outlay-Tables, Microscope cabinet, chemical cabinet \$35,000 for lab, SMART system for 3 science classrooms \$22,500, Desktops (26) Media lab \$13,000, Laptops (20) teachers \$10,000, Tablets (400) 1-1 students \$91,600, sound system \$1,000, wireless access points \$1,680, Web content filter \$2,000, server \$2,400 wireless controller unit \$850, network switches \$1,650, DNS caching servers \$1,400, ODU display board \$1500. Supplies-Lab supplies: Balances \$500, Chemicals \$500, Glass ware \$2000, Probe ware \$5,000, specimens \$2,000, microscopes and chargers \$10,000, Accelerometers \$2,500, cameras \$2,400, projectors \$2,000, Tablet cases \$5,996, Science Expedition books \$5,000. Minimal replacements will come from annually budgeted class funds if necessary. TGS-Salaries and Benefits-Special Ed science and tech differentiation \$49,000 + \$7570, a 14 month employee will establish benchmarks of educational/classroom differentiation and train teachers on uses of technology tools with special education students; IT/teacher \$49,000 + 7570, IT professional to provide tech support and teacher training, ongoing position paid through a budget reduction. Purchased Services-Renovation of a building into science and technology center \$250,000, significantly improving science instruction with a laboratory and a full school gathering place for presentations; Funds have been raised to cover overruns and finishing (\$100,000 from a private foundation and an individual). Tech security plan \$5,000 completed in grant period and maintained by current staff. Comprehensive Project Evaluation/OSU \$30,000 (six year commitment), OSU Wellness \$5,000, Research on wellness curriculum/OSU \$5,000, OSU Bell Center mentoring \$2,500 paid during grant period for baseline data and systems for each school to regularly c

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.

Across the school in FY 16 \$85,968 in new costs will occur (an additional \$2,000 left from retiring consultants will be moved to general supplies) These include an IT staff member's salary and benefits, a janitor's increased salary and benefits, and funds available for maintenance of new systems. In FY 17 and beyond the new costs increase to \$157,593 including the FY 16 costs plus additional funds to replace equipment on a rotating schedule allowing us to reasonably afford to maintain the technology tools without needing a large influx of funding. Because of the influx of new technology, supplies and equipment, these will not need to be purchased on the previously budgeted schedule. In addition, consultants budgeted over the last five years will no longer be contracted (both are retiring) with staff members implementing their projects. Cost reductions to pay for the above ongoing costs are primarily taken from meager budget lines that were available for small amounts of the same items. TCS Replacing new technology tools at rate of one fourth annually beginning FY17 (\$28,650) from the capital outlay budget that will not be needed. Infrastructure improvements will support the new technology with maintenance budget

(\$2000 annually from capital outlay to PS) Influx of equipment will provide a solid foundation that with a systematic replacement pattern will provide plenty of technology tools to support the initiative of integrated classroom technology. TGS IT Specialist \$49,000 + \$7,570 salary and benefits for 14 months in grant year FY15 Ongoing annual salary and benefits will be \$52,000 + \$8,000 - position will be ongoing allowing one technology expert to be stationed in each of the three school buildings. (We currently have 2 IT professionals across the four schools in three buildings. This individual will support all technology from an IT perspective as well as work with teachers on integrating technology into curriculum, provide training, and lead student tech teams in each school. Two long time consultants are retiring (\$80,000 in annual contracts) and will not be replaced, freeing funds for this position. Janitorial 20% increase \$6,902 + \$1,066 starting in FY 15 for maintenance of larger footprint of buildings in use as classrooms Funds from reduction in consultant fees referenced above. \$8000 from consultant non-renewed will be budgeted for maintenance of building infrastructure such as electric or HVAC. \$2,000 from the non-renewed consultants will fund maintenance of the technology infrastructure. \$2,000 from the non-renewed consultants will fund supplies if necessary. One fourth of technology items (\$22,244) will be replaced annually starting in FY17 from budgeted supplies and materials, an area of reduced need once the science/tech center is operational. Increases in building utilities because of the new building will be covered by Erate. \$15,000 in annual contingency funds available in case of an emergency GEMS Technology to be replaced beginning in FY17 at one fourth (\$17,050) annually from current supplies and materials budget - items being removed are marketing materials and science class supplies. \$2000 maintenance budget for network upgrades if necessary from supplies and materials. GPS Technology will be replaced at one fourth (\$3,681) annually beginning in FY17 taken supply line. Infrastructure improvements will support the new technology with maintenance budget (\$2,000 annually) coming from capital outlay into purchased services.

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.

61,683.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The Graham School will be the only consortium school to realize savings from the grant as all four schools work every year within very tight budgets. This grant provides one of the few opportunities for these charter schools to have funds to improve facilities and make comprehensive technology improvements since charter schools do not receive additional funding for these areas. The Graham School will reduce its budget over the next 6 years by \$61,683 which is budgeted in the 5 year projection to capital outlay for the purchase of technology tools each year. If this grant is awarded, The Graham School will finally be in a position to purchase needed technology for teaching, learning and differentiation. Replacements needed through 2020 will be covered from the supplies budget that was earmarked for educational materials. In addition, The Charles School at Ohio Dominican University will experience one year of savings of \$29,000 which was budgeted capital outlay for the purchase of technology tools. This is only one year of savings as beginning in FY17 those funds will be made available for replacement technology if needed. The replacement schedule is in place to assure that the gains we would achieve as a result of the Straight A grant would be able to be maintained over the long term.

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.

TGS continued-PS - Re-cable building \$20,000, supporting newly integrated technology, speed and access to network services, reducing break/fix issues. BFK \$6250, communication plans. Professional Development EL + tech \$25,000, Stipends \$42,000, teachers will teach new teachers in subsequent years. Grant oversight consultants \$30,000 and \$60,000 will oversee renovation projects and purchasing, assisting fiscal officer, only during the grant period. At the end of grant period renovations and purchasing will be completed, ongoing project goals will be implemented by current staff. Science Expedition \$7,000 for transportation, one-time event as culmination of extensive training, aspects of expedition will be integrated into traditional experiential work. Educational software \$10,000 for long term use. CO - Furniture/equip \$50,000 (tables, stools, cabinets). Tablets (275) \$62,975, Desktops (10) \$5,000, Laptops (10) \$5,000 for 1-1 technology tools integrated into curriculum and SMART systems \$15,000 and sound system \$1000 will enhance the science/tech center. Wireless access points \$840, Server \$2,400, Web content filter \$2,000, wireless controller unit \$850, high grade network switches \$1,650, DNS caching servers \$1,400,

Tech lab misc. \$6,200, ODU display board \$1,500 for college information. S - Science Equipment and supplies \$37,000 (microscopes, chargers, glassware, probe-ware, specimens, tools, chemicals), Apple TV \$100, Cameras (20) \$5,000, Projectors (5) \$5,000, to outfit science and technology labs, Tablet cases \$4,122, expedition books \$3,000, ed software \$10,000. Supplies reused annually. GEMSPS - Renovation of a classroom into a science lab to improve science teaching and learning -Plumbing for water and gas, electric, stations installation \$55,677. Tech security plan \$5,000, OSU evaluation \$30,000, OSU wellness curriculum \$5,000, Research wellness curriculum/OSU \$5,000, OSU mentoring \$2,500, Re-cabling building \$15,000 and BFK \$6,250. EL PD \$25,000, stipends \$26,000 maintained with teachers teaching teachers and ongoing partnership with EL in annual budget. Grant oversight \$30,000, Science Expedition \$7,000, one-time event, future expeditions are budgeted annually, educational software \$10,000. CO - Science tables/stations, stools, cabinets, sinks, counters \$30,000 installed in science classroom. SMART board \$7,500 installed, Tablets (200) \$45,800, desktops \$5,000, laptops and carts \$9,900, sound system \$1,000 will provide 1-1 integrated technology tools. Server \$2,400, Wireless access points \$3,050, wireless controller unit \$850, network switches \$1,650, DNS catching servers \$700, web content filter \$2000, and ODU display board \$1,500. S - Physics Packages \$2694, Digital Cameras \$7260, Microscopes (26) and chargers \$6207, Beakers \$382, Triple Beam Balances \$432, Weights \$177, Spring Scales \$600, Hot plates \$80, Calculators \$468, probe ware \$5000, safety equipment \$2500, science reference books \$1540, Accelerometers \$2,500, projectors \$5,000, software \$10,000, Tablet cases \$2,798, Expedition books \$3,000, to supply science lab curriculum. GPS PS - classroom renovation \$20,000, Tech security plan \$5,000, OSU research/evaluation \$30,000, wellness curriculum \$5,000, OSU wellness research \$5,000, mentoring \$2,500, BFK \$6,250, EL PD \$25,000, teacher stipends \$18,000, EL relationship is ongoing, in annual budget. Grant consultant \$30,000, Science expedition \$7,000, future expeditions in budget and will be enriched with knowledge gained, ed software \$10,000. CO - Science equipment \$15,000, Tablets, desktops, laptops \$14,725, Wireless access points \$3,000, controller unit \$850, network switches \$1,650, DNS caching servers \$700, Web content filter \$2,000, server \$2,400. S - Expedition books \$3000, Trays, weights, measures, probe-ware, specimens, glassware, books, \$10,000, Cameras (25) \$6250, Projectors (4) \$2,000, probe ware \$2,500, Tablet cases \$375, manipulatives \$1,000, accelerometers \$2500.

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 1/1/14-6/30/15

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

The proposal process included a planning team with Deans and science teachers of each consortium school, individuals who work for all four consortium schools, and representatives from Expeditionary Learning. The team identified the need, the plan, and met with partners. A significant objective of the grant project is to have intertwined communication and collaboration between stakeholders over the long term. Steering Committee will meet biweekly to collaboratively lead the project. Planning agenda includes: partner contracts, managing benchmarks and research objectives; regular assessments and data analysis; Science lab renovations and use; Hot Spot transition collaboration; Introduction of wellness initiative into K-14 science curriculum; mentoring program; integration of technology, and engagement of community stakeholders. The Hot Spot Transition Team will meet bi weekly and include science teachers from grades 3,4,5,6,8,9,11,12; school counselors and administrators; EL; and ODU science professors. This group will collaborate and communicate about the building blocks of science education, integration of expeditions and curricular adjustments for transition year students. They will focus on integration of scientific method, curricular looping, assessments, evaluations, and data, and planning for expeditions at each school. Reports to Steering Committee. The Operations Committee will meet biweekly to lead the implementation of renovation projects: science labs in each school building; technology purchasing and installation; infrastructure upgrades in each building; purchasing of equipment and supplies; contracting services. This committee will focus on fiscal and compliance issues. First priority will be to implement the renovations for science labs. Quotes have been received and contractors are prepared to begin if the grant is awarded. Reports to Steering Committee.

* Anticipated barriers to successful completion of the planning phase

We anticipate no barriers in working with our administrators and partners, however, are aware that multiple methods of communication will be necessary for the steering committee to maintain its schedule. SKYPE and phone attendance will be offered. Agendas and minutes will be shared. Google doc will be used to share specific progress. FY15 will serve as the pilot year for testing of processes and procedures. We do not anticipate any personnel changes but that could be a barrier that could affect the timetable, however we will have the cushion of the summer of FY 15 if needed. The Hot Spot Transition Team could also be affected by personnel changes, however, the collaborative nature of our schools would allow new members to step in on short notice. The Operations Committee could experience barriers with construction, infrastructure upgrades and purchasing. These projects will begin immediately (contractors have already made estimates and are standing by to begin) with anticipated completion dates established for January 2015. Seven months are available between January 2015 and the start of school in August, providing necessary time to complete any of these initiatives that might experience delays. Extra funds have

been raised for the large construction projects precluding increased prices from becoming a barrier.

18. Implementation - Process to achieve project goals

* Date Range 1/1/15-6/30/2020

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

Steering, Hotspots and Operations committees will continue to meet and communicate amongst each other through the full grant period. Activities will be pilot tested in the spring of 2015 with full implementation in September, 2015. 1.15 Assessment calendar outlined and pilot tested: MAP testing in reading, math and science; Student Engagement, Teacher Climate, Student Evaluation of Teaching, Community Engagement/Participation Surveys; and Wellness Pre-test. Use of SLO, interim assessments and administer state tests (OGT and OAA). Action method research will be used to adjust objectives based on data collected and analyzed. 11.14-4.15 Ten days of Professional Development for all teachers with representatives from ODU. 4.15 Hot spot transition team lead science expedition and its evaluation. Lessons learned from this expedition will be integrated into future expeditions, classrooms and other experiential work. The Operations Committee will meet weekly to assure that science lab renovations proceed on schedule complete by 1/2105. Fiscal documentation maintained. Compliance measures documented. Committee will track technology implementation and effectiveness. 3.15-5.15 IT training of staff and Geek squads 3.15 Communication/engagement plan developed with BFK using multi layered communication through multiple methods. 4.15 OSU Wellness activities integrated into science curriculum. Effectiveness tracked, with research program established. 8.15 Mentoring program in all schools. 7.15 OSU Project research team: Research co-curricular learning, student development, program improvement, the advancement of outcomes based assessment, training, strategic planning, and data-driven decision making, will provide critical data collection and analysis enabling educators to constantly review, refine and personalize the program, track activities and objectives, and effectively deliver improved proficiency and outcomes for students.

* Anticipated barriers to successful completion of the implementation phase.

Assent to participate in research, requiring parental approval, may present a barrier (differing from consent to participate in research, which is for adults). Participation rates after assent may be a barrier. Finally, self-reported data (regarding satisfaction, knowledge gain, self-efficacy) are subject to measuring error for several reasons, including over- and under-estimation by participants. Ongoing work to engage parents with communication and school events and activities for them as well as students through Crew and interpersonal relationships with teachers and mentors will improve participation.

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

* Date Range 7/1/15-6/30/20

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

All committees will meet regularly through FY 20. Biannual analysis of progress will occur through evaluation of assessments and distribution of results to stakeholders. Tracking of progress will be regularly evaluated, plans reevaluated and adjusted according to results. Benchmarks will be established in each grade in each school to allow for systematic evaluation by stakeholders, and to encourage students to take further responsibility for their learning and achievement. These will be clearly outlined at the beginning of each year, and evaluated at the mid and end of each year. Annual reports and a final report will be produced. Measures will include attendance, engagement and climate using twice per year survey, behavior, achievement using state and school based assessments, technology usage by students and teachers using equipment and network usage methods, PD effectiveness using surveys after each session, effectiveness and achievements of benchmarks analyzing the speed and thoroughness with which these are met, wellness knowledge and achievement, achievement and engagement of African American males, community engagement in multiple aspects of school life, expedition effectiveness for teaching and learning, effectiveness of science teaching and learning at each transitional level, student preparation for each next educational transition, improvement in student success in transition years, college preparedness, graduation rate. OSU Dept. of Human Science will track, research, and evaluate integrated wellness curriculum via student achievement and student wellness. The success of mentoring program will be tracked with surveys and assessments. Benchmarks will include student engagement, attendance, behavior, and achievement improvements. Evaluation of the project will be achieved through multiple measures and evaluations. Each element will be evaluated on its own as well as in concert with overlapping programs within the project. Data will be provided to ODE

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

Participation rates for assessment activities, after gaining assent through parental permission, may present barriers. Instruments, subjected to reliability tests, may need adjustment and recalibration. Validity of instruments is a barrier; Content and construct validity of the instruments will be established through piloting and attention early in implementation. Foundational to the project is improved communication with our families and improved student engagement through interpersonal relationships.

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:

An effective science curriculum for transition hot spots, aligned to state standards, will be used across TGFS schools. The approach will be consistent with other experiential learning practices at the schools. Most importantly in the short run, laboratory practice will be introduced to students at critical transition hot spots. We expect that student achievement in science and technology evaluations will be given an initial jump-start with this project. The long term adoption and laboratory practices in science and technology will demonstrate an overall improvement of student performance in science and technology assessments. We expect a significant decrease in the number of students at risk for failure in science and technology at the transition hot spots. Further we expect an increase in the number of students who excel in science and technology will be evident. Ubiquitous and reliable technology tools will allow teachers and students to think in new ways about

their teaching and learning. We expect that in the short term there will be multiple learning curves in the successful use of technology for both teachers and students. In the longer term (3-5 years) a transformative use of technology will occur in the schools. A collaborative structure and practice for facilitating successful student transitions at the hot spots within and between schools regarding student achievement in Science and Math will have been initiated. Currently collaboration is an effective methodology in all four schools, this project will carry that collaboration across the schools, significantly affecting student transitions. Reflection on the strengths and weaknesses of the initial trial will inform its continuation. We expect that we will discover new and better ways to collaborate and communicate with one another and with the public. A strategic communication plan will be written in partnership with Battelle for Kids. The plan will include ways and means to improve involvement of parents and family members as partners in the school community. In order to maintain continuous improvement and to have an impact on the students' habits scholarship, parent and community involvement is essential. We will also have improved messaging of TGFS' transition hot spot methods and findings for the schools and the larger community. We expect that in the long term, public understanding of what students at TGFS are accomplishing will be improved and trust and community building will be enhanced. Parent understanding will also improve student attendance in school a potential barrier to achievement. Improved use of data will allow the staff to individualize instruction for students in science and technology that will facilitate improvement in student achievement. An increase use of IIS will be evident. The number of students at risk will be reduced. We will experience closer working relationships with Ohio State University, Ohio Dominican University and Battelle for Kids that can lead to future partnerships and services and expand opportunities for students and teachers. We will measure the carryover effect in other content areas (Math, Language Arts, Foreign language, etc.) of addressing student needs at these transition hot spots.

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.

A sampling of key findings that contextualize our project goals are included here. Transitions are critical places where gaps occur in student achievement. Cooper and Markoe-Hayes' (2005) recommendations for transitions from middle to high school will be extended to other critical gap transitions particularly the need to explicitly focus on "over-determining" success (<http://www.adlit.org/article/32116/>). Experiential Learning (EL) has a remarkable record of success in school improvement and professional development. "Expeditionary Learning delivers very highly effective professional development to its partner schools, and that when the design is implemented: 1) it brings about significant improvements in student achievement as measured by standardized tests and portfolios of student work; 2) it changes instructional practices and school culture for the better; 3) it improves student attendance and parent participation; and 4) it reduces the need for disciplinary actions" (<http://www.elschools.org/results/evaluation.html>). Communication. The importance of collaboration and communication across grade levels has been shown to be a critical factor in successful student transitions Kowal (2002). Further, Williams (et. al., 2010) found that teachers at higher-performing middle grades schools more commonly had worked collaboratively with teachers at feeder schools than those who had not. Battelle for Kids discovered in their work with Race to the Top that a systemic strategic plan for communication clarity be part of the work (<http://www2.ed.gov/programs/racetothetop/communities/bfk-rttt-communications-lessons-learned.pdf>). Laboratories. The National Science Teachers Association argues that labs are essential and recommends that pre-K-16 teachers of science provide instruction with a priority on making observations and gathering evidence (much of which students experience in the lab or the field). Labs help to develop a deep understanding of the science content, the nature of science, the attitudes of science, and the skills of scientific reasoning. (<http://www.nsta.org/about/positions/laboratory.aspx>). Our schools' current use of field work would be significantly enhanced by regular lab work. 1:1 Computing. A recent meta-analysis of studies that examined the impact of 1:1 computing in schools (Castle Brief, 2012) concluded that research results come from a range of applications and contexts. "Some schools observed a large increase in writing and literacy, science scores, and/or student GPAs. Other schools found their programs produced increased student engagement, motivation, and attendance or decreased discipline problems. This wide range of results may be due to the fact that many schools have implemented one-to-one with unique visions" (http://www.natickps.org/CASTLEBrief01_LaptopPrograms.pdf). The term "1:1" simply refers to the access that students have to technology and says nothing about pedagogical paradigms, desired learning outcomes, or other educational practices (Bebell & O'Dwyer, 2010). We believe that the experiential context at TGFS is one that will see the 1:1 relationship excel in improving science and technology achievement and in particular will be a motivating factor for students with transition gaps. Over-determining success. "Over-determining success is an idea that, while many evidence-based activities and programs can stand alone and lead to enhanced outcomes, when placed together they can have a multiplied effect on student success." It involves creating opportunities to participate in multiple, evidenced-based activities and programs that enhance academic success and college awareness. Such activities would include cultural and social skill-enrichment, mentoring and access to technology." Multiple programs and approaches complicate evaluation, but increase success (<http://www.adlit.org/article/32116/>).

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.

D'Arcy Oaks, Associate Director of the Center for the Study of Student Life (CSSL) at The Ohio State University will oversee the evaluation and assessment. Activities will be pilot tested in the spring of 2015 with full implementation in September, 2015. Dr. Oaks and the office of Student Life at The Ohio State University have made a commitment to this work through 2020.

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

The following are the data collections. Cognitive and skills testing MAP (math) MAP (reading) MAP (science) OAA test OGT test Wellness testing (including Pre-test and Post-test) Survey, satisfaction, self-report Community Engagement Survey Participation Surveys Student Engagement Student Evaluation of Teaching Teacher Climate Other Performance Indicators Attendance Graduation Student Engagement Results and reporting will take several forms. First, students and families will have periodic reporting of progress. Second, data loops will be used to recalibrate both instrumentation (through validity and reliability tests) and curricula (in the form of recommendations to designers). Third, findings will be reported to school administration, ODE, and other appropriate audiences. Finally, findings, conclusions, and best practices will be conveyed via publications and regional and national presentations.

* 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.

Recalibration of instruments due to indications from validity and/or reliability tests will occur under the advisement of the Center for the Study of Student Life. Satisfaction and other indicators that indicate content adjustments may be necessary will be considered by curricula designers.

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.

The substantial value and lasting impact from our immersive focus on transition hot spots for student achievement will have a lasting impact in a variety of domains: Performance, Sustainability, Curriculum, Communication, and Assessment. Performance. Both students and staff will be affected significantly. Though it takes more than one year to enjoy total success, the process of isolating difficult areas of student achievement and purposefully designing recursive systems that will lead to an improved solution will be infused in the culture of teaching and learning at the schools. Student and staff performance with 1:1 technology will have a seminal impact. It has strong potential for transforming the way students learn and teachers teach. The availability of real science labs properly equipped and consistent use of scientific method will increase student achievement at the Hot Spots and have lasting value as the whole school benefits in understanding of science and technology and will carry over into other academic areas. Sustainability. The infusion of the schools with appropriate technology and science labs provide the foundation for sustainable growth and improvement. A replacement system and for digital devices assures that the program of 1:1 will continue. What was needed was the initial investment in devices and infrastructure to support its efficacious use. Likewise the science laboratories in the schools will finally allow us to help students learn science with appropriate tools. This will certainly impact student achievement over the long haul. The lab tools and resources that jump-start the science labs provide a foundation for annual replacement and improvements in the labs. Curriculum. The use of multiple programs to facilitate hot spot transitions will be continued. This process allows for staff to have flexibility and creativity in trying new things, observing results, and make data informed decisions about what to continue and what to discard. The methods for improving student achievement in the troubling transition hot spots will be adapted and employed for other subject areas, particularly math, social studies, language arts, and foreign languages. By focusing on Hot Spots we will also be able to identify students who are succeeding beyond expectations and design learning opportunities for the advanced students. Communication. A focus on communication practices within and between the schools that fosters meaningful collaboration is a practice that will have important impact to TGFS. As a group of schools that can anticipate a large portion of students at GPS enrolling at GEMS, and GEMS students enrolling at TCS or TGS, we expect to greatly diminish deficiencies in student achievement at the transition hot spots. The continued use of the communication tools and processes is important. Assessment. The focused use of data about factors that impact student achievement in Science and Technology provides a new opportunity to track student performance and intervene appropriately. We expect teachers will be reliant on the evaluation and achievement data when it is easily available (IIS) and in a format that is useful. This will have a powerful impact on students' continuous improvement.

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

Below are the anticipated outcomes in student achievement in Science and Technology at four transition hot spots. We will assess student progress through benchmark assessments to determine mastery of Common Core State Standards in Science and Technology. The results of these assessments allow teachers to determine whether or not students have successfully met standards. Twice each year data will be collected, analyzed and reported to students' families within a progress report. All four schools in TGFS track student progress by giving a diagnostic test recommended by the state of Ohio (MAPS) in September as well as May. Each student is expected to make a year's worth of progress based on their Student Learning Objectives. We will assess student progress through benchmark assessments to determine mastery of Common Core State Standards in Science and Technology (as well as other subjects) The results of these assessments allow teachers to determine whether or not students have successfully met science and technology standards. For Science across the identified grade levels (3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post secondary): 60% of students will progress to meeting expectations. 10% will progress to exceeding expectations. 30% of students will progress to approaching expectations. For Technology across the identified grade levels (3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post secondary): 60% of students will progress to meeting expectations. 20% will progress to exceeding expectations. 20% of students will progress to approaching expectations. Other Assessments: Attendance: Increased

attendance each year at each school for participating grades by 2% Graduation: Increased graduation rates at each school for participating grades by 10%

* 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

* 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.

* Explain your response

The structure, methods and resources for creating collaborative communication structures for treating achievement gaps at critical transition times are transferable to other schools, consortiums or districts. While the TGFS consortium includes grades K to 14, the process could be adapted to a focus on just one transition hot spot at a time. For example, a large district with many schools and many 3rd and 4th grade transitions could just focus on one age group and the problems associated with one transition. Likewise other age groupings could focus on just one or two transition hot spots. We will employ a tight, data-driven planning cycle that keeps a sharp focus on student achievement, local context, and changing needs. These practices can be observed and shared at our schools. We will make available to everyone the content of our Hot Spot Learning Portal to aid in others tackling this problem. EL as a school design organization services all states in the U.S. They provide a range of expertise on topics related to student achievement and are available to others at a reasonable cost. The opportunity for other educators, schools and districts to observe these practices at TGFS schools will be of benefit. EL schools conduct professional development workshops that teams from schools can attend and gain understanding and practice in focusing using Learning Expeditions to help solve school problems. For example the next EL workshop is "Designing Common Core aligned Learning Expeditions in Elementary Schools." Key elements from Expeditionary Learning, particularly learning targets and the personal relationships that result from daily Crew may be implemented in many other settings. The integration of the scientific method and collaboration between grade levels also can easily be implemented. The assessment or our assessment measures will help in understanding which instruments offer reliable and valid measures for understanding student success in transition hot spots. We can share and advise others how to utilize these measures. In addition the Office of Student Life at The Ohio State University is a rich resource for assessments tailored to specific learning targets. Replicating the use of 1:1 computing for use in improving student achievement in science and technology can be shared and replicated or adapted to other school environments. The training, supervision and productivity of a Student Technology Geek Squad has strong potential for many schools and districts. The operation and design of the Geek Squad is based on a model that was developed at Ohio State University. The replication of our science laboratory improvements might be generally of interest, though the specifics of each room that requires structural adjustments will vary by the school. The importance of lab work and field work, hands on learning and use of the scientific method are exemplary practices that when implemented as core practices rather than extras will be shown to have significant effect on teaching and learning.

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).

Greg Brown, Executive Dean
The Charles School at Ohio Dominican University
The Graham School
Graham Expeditionary Middle School
Graham Primary School

Consortium

Charles School at Ohio Dominican University (007999) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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James	Kutnow	614-253-4000	kutnow.1@gemsschool.org	Graham Expeditionary Middle School	011972	3950 Indianola Ave, Columbus, OH, 43214-3167	
Evan	Rulong	614-262-1111	erulong@thegrahamschool.org	Graham School, The	133421	3950 Indianola Ave, Columbus, OH, 43214-3158	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Connie	Boehm	614-332-7554	Boehm.19@osu.edu	The Ohio State University		Office of Student Life, B-130 RPAC, 337 W. 17th Ave., Columbus, OH, 43210	
Keeley	Pratt	614-247-7883	pratt.192@osu.edu	The Ohio State University		Department of Human Sciences: Human Dev. & Family Science/Couple & Family Therapy Programs College of Education & Human Ecology, 109 C Campbell Hall, 1787 Neil Avenue, Columbus, OH, 43210	
Robert	Caldwell	614-266-7240	rcaldwell6@gmail.com	AnswerPoverty.org (Boys to Men)		82 E. 16th Avenue, , Columbus, OH, 43201	
Theresa	Holleran	614-251-4730	hollerat@ohiodominican.edu	Ohio Dominican University		Academic Affairs, 1216 Sunbury Road, Columbus, OH, 43219	
Heather	White	216-543-8714	hwhite@elschools.org	Expeditionary Learning Schools		247 West 35th Street, 8th Floor, , New York, New York, 10001	
Julianne	Nichols	614-488-5437 ext. 209	jnichols@battelleforkids.org	Battelle for Kids		1160 Dublin Road, Suite 500, , Columbus, OH, 43215	

Implementation Team

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Heather	White	School Designer, Expeditionary Learning Schools	Heather White will lead the professional development initiative with the hot spot teachers to develop a greater understanding of specific methodology in working with the transition grades through planning and collaborating on the science expeditions being created for all of the transition grades. Heather has been the school designer assigned to GPS and GEMS for two years and has worked as a school designer for other EL schools since 2005. The professional development that she will lead and coordinate is the foundation of the grant project. She will include other coaches from EL as well. Heather White's work will also include involvement in all aspects of assessment, and data collection, analysis, and use. Part of the training will include the institution of Learning Targets in every curricular unit, a system that engages students in their own learning and helps maintain focused teaching and learning.	Expeditionary Learning is committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. With more than 20 years of experience helping new and veteran teachers in all settings, EL builds their capacity to ignite each student's motivation, persistence, and compassion so they become active contributors to building a better world and succeed in school, college, career, and life. EL's innovative curriculum, teacher-created resources, and model of professional coaching and support are anchored by a vision of student success that joins academic achievement, character, and high-quality work. EL partners with more than 160 schools and 4,000 teachers, serving 53,000 students in 33 states, and thousands of other teachers through professional services work in New York and other states.	EL measures student success based on three indicators: academic achievement, quality of student work, and evidence of engagement. EL continues to develop tools to track student progress, so they can better assess their schools' performance- and their own. Outperforming district averages on state and mandated tests. Schools implementing our model are consistently outperforming district averages on state and mandated tests. In many EL schools, students' test scores exceed district averages by substantial margins, with particular success among black and Latino students. The EL model fosters more than just academic engagement and achievement. Beyond developing critical thinking, problem-solving, and collaboration skills, EL students show leadership through civic engagement and social and environmental service. EL teachers and school leaders are equally involved in their schools and communities.	
Evan	Rulong	Dean of Academics, The	Evan Rulong has been on the	Evan Rulong is a graduate of Ohio Wesleyan	Mr. Rulong was a leader in all aspects of the implementation of a	

		Graham School	<p>planning team for the Straight A project since last summer. He will oversee all aspects of the grant at The Graham School including transition hotspots meetings, curriculum changes, assessment and expeditions. He will serve on the steering committee, and assist with oversight of renovations and purchasing, work closely with consortium partners and community partners. He oversees assessments, academics and will lead communications between various entities in the schools and with partners.</p>	<p>University with a B.A. in History; and the University of Pittsburgh with a Masters of Teaching. Between his Bachelors and Masters Degrees he worked at the Columbus Metropolitan Library. The Graham School Evan Rulong is one of the founding staff members of the School, beginning as a Social Studies teacher and moving to Dean of Academics in 2008. Because of the collaborative nature of the school he has been involved in almost every aspect of school operations and growth.</p>	<p>State/Federal Dissemination grant 2008-2010. In the last few years with the RTTT grant he has led the staff in their understanding and use of data in the classroom. He has also led the team that has built a comprehensive rubric for measuring student achievement in the experiential program.</p>
Julianne	Nichols	Senior Director, Marketing and Communications, Battelle for Kids	<p>Julianne Nichols will work with the Steering Committee and the Hot Spot teams to focus on communication with parents and community members, encouraging student attendance, family participation in a variety of school initiatives and community partnerships in support of student achievement.</p>	<p>Battelle for Kids (BFK) is a national, not-for-profit organization that provides strategic counsel and innovative solutions for today's educational-improvement challenges. The Mission: Bringing Clarity to School Improvement. Our team of education, business, communications, and technology professionals works with districts, state departments of education, and other education-focused organizations in support of this mission. BFK believes that to transform education and prepare all children to graduate ready for success in college, careers, and life, it is important to take a systemic, cohesive approach to: Recruiting, developing, and retaining the right people; ? Identifying and providing educators with access to the right measures; ? Ensuring teachers and leaders can use this</p>	<p>Julianne Nichols, Senior Director, Marketing and Communications, Battelle for Kids With more than 15 years of experience including nine years in communications for education-focused organizations in Ohio and across the country, Julianne Nichols leads Battelle for Kids' Strategic Communications team. In collaboration with Battelle for Kids' subject matter experts with seasoned experience in education, the strategic communications team provides school districts and education organizations with counsel and implementation support around communications and change management strategies designed to build awareness, understanding, and engagement among stakeholders around various educational-improvement issues. This synergy of communications skills and school-based experience allows us to craft solutions that resonate in schools and achieve education leaders' improvement goals. Julianne specializes in creating multifaceted communications plans, brand building, and stakeholder engagement. She also helps create professional learning resources and solutions that support educators'</p>

				<p>information to implement the right practices; and ? Communicating and leading change collaboratively with stakeholders using the right messages. At the heart of this work is an unwavering focus on accelerating student growth-grounded in a commitment to Innovation, Implementation, and Impact.</p>	<p>efforts to improve teaching and student learning. She has helped support the development of communications efforts and resources for The Ohio Standard, a broad base of supporters dedicated to successful adoption and implementation of Ohio's New Learning Standards for English, math, science, and social studies. She also provides marketing and product development support for a variety of professional learning and teacher planning tools around this work. In 2012, she participated in Battelle for Kids' Global Education Study, which was designed to explore the drivers leading to student success in five of the highest-performing school systems across the world: Hong Kong, Finland, Ontario (Canada), Long Beach, CA, (USA), and Singapore. Julianne participated in the Hong Kong team's trip, helped plan a Global Education Summit in the United States, and facilitated the development of a monograph, vid</p>
Keeley	Pratt	<p>Ph.D., IMFT, Assistant Professor Department of Human Sciences: Human Dev. & Family Science/Couple & Family Therapy Programs College of Education & Human Ecology, The Ohio State University</p>	<p>Keeley Pratt will work with the steering committee and the evaluators to collect and analyze data to research the integration of topical health and wellness initiatives into the science curriculum. She will work with hotspot teachers as well as community and grant project partners to evaluate the effectiveness of our initiatives and offer guidance for continuous improvement.</p>	<p>2010-2012 Post-doctoral Research Fellow, Research Triangle Institute (RTI) International, Obesity and Metabolomics Signature Program. Research Triangle Park, NC, USA. May 2010 Ph.D. East Carolina University, Greenville, North Carolina, USA Medical Family Therapy Dissertation: Biopsychosocial Changes in Youth and Caregivers Participating in an Integrated Pediatric Obesity Treatment Program. Major Professor: Dr. Angela Lamson Internship: Dept. of Pediatrics at Pitt County Memorial Hospital May 2007 M.S. East Carolina University, Greenville, North Carolina, USA Marriage and Family Therapy Thesis: A Biopsychosocial Glance of Overweight Youth and their Caregivers. Major Professor: Dr. Angela Lamson May 2005 B.S. Indiana University, Bloomington, Indiana, USA Applied Health Science: Human Development and Family Studies Psychology</p>	<p>Past Research Roles and Experience: Grant Writing. RTI International. Responsibilities include grant writing as a co-investigator on several NIH grants (NICHD, NIEHS, and NHLBI) including center grants (P01), R01, and pilot grants (R21). 2010-2012. - Topics brought together clinical treatment models, biomarkers, and psychosocial phenotypes for overweight and obese youth -Initial investigations on family dynamics/relationships and childhood obesity including quantitative and qualitative pilot studies Data preparation. RTI International. Assisted with data extraction, preparation, and analysis of obesity related variables from the Child Development Supplement and Panel Study of Income Dynamics. 2010. Qualitative research coordinator for the Motivating Adolescents with Technology to Choose Health (MATCH) program. Sponsor: RWJF. 2009-2010. PI: S. Lazorick, M.D., MPH. -Designed focus group protocol and questions, trained focus group leaders - Analyzed data and prepared write up for publication Project Coordinator. PROMIS Obesity Cohort at ECU. Health and literacy in child and adult assessment: Expanded testing of the pediatric PROMIS (Patient Reported Outcomes Measurement Information System) tool. Sponsor: NIH. 2009-2010. Project Director at</p>

				<p>(minor), Sociology (minor) Current Professional Roles: 2013-current Assistant Professor, Couple and Family Therapy & Human Development and Family Sciences Programs, Department of Human Sciences, The Ohio State University, Columbus, OH 2013-current Ohio Association for Marriage and Family Therapy, Board Member 2013-current Ohio Independent Licensed Marriage and Family Therapist #F1300008 2012-current Clinic Coordinator of the Couples and Family Therapy Clinic, The Ohio State University, Columbus, OH 2012-current Internship Coordinator of the Couples and Family Therapy Program, The Ohio State University, Columbus, OH 2011-current American Association for Marriage and Family Therapy, Approved Supervisor</p>	<p>ECU: D. Collier, M.D., Ph.D. Research Assistant - Department of Pediatrics at Brody School of Medicine and School of Public Health, East Carolina University, Greenville, NC. Supervisor: S. Lazorick, M.D., MPH. 06/07-05/09. - Grant writing, data entry, and analysis. Research Assistant - Department of Child Development and Family Relations, East Carolina University, Greenville, NC. Supervisor: M. Duffrin, PhD. 08/07-05/08. ? Collaborative Grant Writing including Family Therapy, Nutrition, and Pediatrics. Advanced Research Training Structural Equation Modeling 5-day Intensive Workshop with Kenneth Bollen. University of Mich</p>	
Julia	Handelman	Dean, Graham Primary School	<p>Julia Handelman works closely with James Kutnow to lead and operate Graham Primary School. She will be a member of the hot spots transition team providing valuable information and learning from team members in support of improved student achievement for students in grades 3,4,5. She is responsible for curriculum, teacher training, PD, assessments and community partnerships for the school and the grant project. She is a teacher and coach, and works closely with Expeditionary Learning focusing on learning targets and a wide variety of procedures.</p>	<p>EDUCATION Teachers College, Columbia University New York, NY M.A., Elementary Education, May 2006; Oberlin College Oberlin, OH B.A., History, Minor in Psychology, May 2002; Syracuse University in Italy, January to August 2001 Florence, Italy Coursework: Education in Italy: An Inclusive Approach, Teaching Assistant CERTIFICATION New York State and Ohio Professional Certification, Elementary Education (Grades 1-6) TEACHING EXPERIENCE P.S. 116 The Mary Lindley Murray School New York, NY Classroom Teacher 2008-2012 - Taught second, fourth and fifth grade to classrooms of 26-33 general education students at a lab site school for Teachers College at Columbia University. Worked with professional developers to write literacy units of instruction that best met</p>	<p>Little Red School House New York, NY -Classroom Teacher 2004-2006 Wrote a year-long calendar of literacy instruction using Lucy Calkins's Reading and Writing Workshop model as a guide for instruction to second grade students Planned and implemented study of New York City, using block cities to support learning. Assessed background knowledge through inquiry based discussions, used cooperative learning strategies, anto support learning. Assessed background knowledge through inquiry based discussions, used cooperative learning strategies, and coordinated field trips to city neighborhoods RELATED EDUCATION EXPERIENCE Nationwide Children's Hospital, Preschool Injury Project Research Assistant to Dr. Keith Yeates, Ph.D. 2002 - 2004 Identified, recruited, scheduled and managed follow-up of all participants; trained staff in two additional research sites Administered psychometric achievement tests to preschool-aged children with traumatic injuries; input and analyzed data Observed and coded parent/child interaction, acted as liaison between teachers and psychologists, and conducted home visits Oberlin College Psychology</p>	

			<p>Julia will be an integral part of the grant team.</p>	<p>the needs of my students as well as aligned Common Core State Standards Provided daily instruction in all subject area to diverse group of New York City public school students. Acted as 'lab site' for Cathy Fosnot's "Mathematics in the City" curriculum, which engaged students the learning and discovery process of mathematics Provided grade team leadership in implementing all areas of balanced literacy into classrooms Represented fourth grade team in the Quality Review process of Department of Education; received "Well Developed" score Future Leaders Institute New York, NY Science Teacher 2006 - 2008 Taught daily inquiry based, hands-on science lessons using Full Option Science System curriculum to 3rd, 4th and 5th grade students Worked with Ellin Keene (Mosaic of Thought) to develop and implement classroom library of scientific literacy resources as well as teach literacy lessons based on content specific strategies for understanding texts. Worked collaboratively with grade level colleagues to plan and implement science related field trips that took students to various New York City locations, as well as a one-week trip to Yellowstone National Park for 30 fifth graders.</p>	<p>Department Oberlin, OH Let's Face It, Curriculum Designer 2002 Created curriculum to help autistic children develop facial processing skills; collected data in small groups within a classroom setting Wrote differentiated follow-up lesson plans based on individual student needs INTERESTS AND SKILLS Knowledge and experience working with Investigations, Mathematics in the City (number strings and investigations), and project based math curriculum and games by Marilyn Burns Knowledge and experience teaching literacy using Lucy Calkin's Reading and Writing Project, a balanced literacy approach, and the Reading Recovery Program Knowledge and experience supporting literacy instruction with Donald Bear's "Words Their Way" program and Wilson Language Basics (phonics based) Knowledge of developmental benchmarks and Common Core State Standards</p>	
Scott	McMullen	Education Data Analyst and Instructional Coach, The Graham Family of Schools	<p>Scott McMullen in his role as Education Data Analyst and Instructional Coach has been instrumental in introducing and supporting all data gathering, analysis, and reporting as well as the use of Illuminate and Thinkgate all the four schools. He</p>	<p>Sept 2006 - Mar 2007 The Ohio State University, Columbus OH College of Education: School of Policy and Leadership Methods and Content, Administration June 1999 - Aug 2000 The Ohio State University, Columbus OH College of Education: School of Teaching and Learning Methods and Content, Adolescent/Young Adult Mathematics Sept 1995 -</p>	<p>Aug 2007-June 2012 Academic Dean and Early College Dean TCS@ODU -Represented TCS@ODU in the long-term planning and maintenance of the Early College Partnership with Ohio Dominican University. -Liaised with Ohio Dominican Academic Advisory Center in the planning and selection of college courses for high school students. -Articulated all dual-enrollment credit from Ohio Dominican University to The Charles School in accordance with graduation requirements for Ohio. -</p>	

			<p>will continue to oversee all types of assessments and assist in their administration and analysis. He will be part of the steering committee and continue to be part of the data teams in each school.</p>	<p>June 1999 The Ohio State University, Columbus OH College of Mathematics and Physical Sciences Bachelor of Science in Mathematics with Economics minor, Class of 1999 Aug 2000 - Present - The Graham Family of Schools Titles and responsibilities described below. June 2012 - Present - Educational Data Analyst and Instructional Coach - Led professional development workshops for teachers and administrators. -Analyzed and reported assessment data for all aspects of teaching and learning, including student progress and teacher effectiveness. -Maintained and developed working understanding of curriculum and assessment changes in the State of Ohio, particularly as regards the Common Core State Standards. -Initiated and promoted dissemination of curriculum and assessment changes to school administrators and teachers. -Prepared, conducted, analyzed, and reported data from surveys among staff members and students. - Represented The Graham Family of Schools for vendors, partners, and consultants. -Coached teachers in development of best practices in accordance with the Ohio Teacher Evaluation System.</p>	<p>Oversaw all teaching and support staff in their daily responsibilities. - Attended national education conferences, conventions, and other community events. -Prepared and presented monthly reports on school progress for the board of directors. - Designed and implemented a school-wide, project-based learning model for experiential education.-Led the Innovation Lab/Student Leadership Initiative, including all fund-raising,scheduling, and travel for student groups to out-of-state conferences. Designed and taught all high school math courses for TCS@ODU. Aug 2006 - June 2007 Mathematics Teacher and Internship AdvisorAug 2000 - June 2005 The Graham School -Coordinated curriculum for and taught all high school mathematics courses. - Facilitated full-time Walkabout internships for 12th grade students by meeting with internship advisors, organizing interviews, and maintaining communications between The Graham School, students, and internship advisors. - Advised students as to academic course of study. -Organized, designed, and directed graduation ceremonies for Graham School classes of 2003, 2004 and 2005. June 2005 - June 2006 Curriculum Coordinator, Mathematics and Social Studies Teacher 1st - 8th Grades, The Veritas Academy, Cincinnati OH. 3rd - 12th Grades, W.E.B. DuBois Academy, Cincinnati OH -Managed student recruitment and assessment for gifted and talented program. - Planned curriculum, including all student field experiences. -Taught elementary and middle school science and math and high school math.</p>	
Sara	Neikirk	Board Representative	<p>Sara Neikirk will represent and report to the 4 consortium school boards on the steering committee.</p>	<p>Executive Director of Communities In Schools 1998 - retired 2008 YWCA Director of Program Development 1991 - 1998 Volunteer, Referral Specialist at CALL Executive Director CALLVAC (now FIRSTLINK) 1975 - 1991 Public School Secondary Teacher 1959 - 1962 Past President United Way agencies and Habitat for Humanity Member, United Way Education Vision Council, Homeless</p>	<p>Awards: YWCA Woman of Achievement Mel Schottenstein Community Shelter Board Award Barry Mastrine Human Services Coordinator Award Champion of Children Award Columbus Education Association Friends of Education Award</p>	

				<p>Families Foundation, COVA and Columbus Compact Boards. Key Accomplishment: Facilitated growth of Communities In Schools to provide services to students and families in Columbus and Whitehall School systems. Facilitated the development of the Interfaith Hospitality Network of 120 faith congregations providing emergency housing for over 600 homeless families each year and the development of Generations inter generational adult/child day care. Helped develop eleven afterschool programs in elementary and middle schools of the Columbus Public School system for the YWCA. Facilitated and implemented the integration of CALL, Community Information and Referral Center, and the Volunteer Center into one agency to provide comprehensive community resource brokering. Developed Beyond the Freeway Tours for educating community leadership to the issues of poverty in Franklin County.</p>		
Sophia	Speelman	Sponsor Representative, ESCCO	Sophia Speelman will represent the charter school sponsor for all four consortium schools, Educational Services Center of Central Ohio, on the steering committee.	<p>The ESC of Central Ohio accelerates the missions of school districts and eight charter schools in Delaware, Franklin, Licking, Ross, Madison and Union counties, serving more than 200,000 school children in 28 school districts. Through direct instruction and quality professional development, the agency partners with districts to improve education for all students, particularly those with special needs. The ESC offers robust educational consultancy through a growing list of programs including instructional coaching, administrative counseling, professional employment services and business</p>	<p>Mission The ESC of Central Ohio accelerates the missions of its member school districts and charter schools and helps students achieve more through career and college-ready research-based programs and services. Vision An innovative educational solutions agency that is the provider of choice, customizing services and leveraging resources to maximize each student's potential and each school's results.</p>	

				services. Ms Speelman has been an ESCCO charter school representative since 2007.	
Robert	Caldwell	Executive Director, AnswerPoverty.org, Liason with OSU Bell Center	Robert Caldwell will assist the project by integrating a mentoring program focused specifically on African American males to encourage school engagement by those students and their families. Mr. Caldwell will work with the students, parents, teachers, and volunteers to implement both a classroom curriculum and community based learning experiences based on the academic or vocational interests of the boys. Outcome objectives will include: improved in-school behavior and academic performance, and the development of an attainable vocational plan for their future.	Established in 2008 AnswerPoverty.org is a research, training and education organization that works to advance public policy and the practice of social service work towards just solutions to poverty in urban communities. We work in collaboration with public and private sector organizations to develop programs and services in the areas of education, community development, vocational training, employment and social entrepreneurship. From Boys to Men (FBTM), is a program designed to facilitate intentional discussions with boys around what it means to be a responsible adult and helping them to think critically about whom they are and where they are as young men; and how they can begin to outline and take steps towards attainable vocational opportunities. Through a combination of community activities, service projects and classroom instruction FBTM will work to teach the practical skills of responsible adulthood and cast a vision for the participants to recognize and embrace the idea of being a responsible adult and a positive influence on both their families and the community at large.	Professional Development Training - In 2010 we expanded our mission to provide training for professional and volunteer social service practitioners who work in low-income urban communities or with low-income urban people. Our goal is to help practitioners develop and deliver culturally informed and asset-based programs and services that equip and empower people to liberate themselves from poverty Research and Analysis - Additionally, we provide policy makers with community based research and culturally informed analysis of evidence based best practices that address the cycle of poverty in urban communities. AnswerPoverty.org works locally and throughout the region with businesses, institutions and community organizations, to provide an array of programs and services; including: vocational coaching and training programs, leadership development, non-profit incubation, organizational development, strategic planning, and youth and family programming and educational enrichment programming. These include: Whole Life- Whole Community is based on over 20 years of practitioner experience which recognized the need for holistic solutions to address many of the problems in our community. From Boys to Men is a program designed to facilitate intentional discussions with boys around what it means to be a responsible adult and helping them to think critically about whom they are and where they are as young men; and how they can begin to outline and take steps towards attainable vocational opportunities
Brian	Adams	School Treasurer	Brian Adams has been School Treasurer for the Graham Family of Schools for many years. He has been part of the planning for this grant project proposal. He will provide analysis, fiscal services, budgeting, and reporting to the school boards and ODE. He will maintain records	Areas of Expertise- Treasurer/CFO -Financial Analysis and Statement Preparation -CSADM/EMIS -Grant Management & Preparation -Accounting Information Systems Design and Implementation - Management Consulting Services Since 2001, Ohio Community School Consultants, Ltd. (OCSC) has offered superior financial management services. President and Founder, Brian G. Adams,	-Treasurer/CFO Our company serves as Treasurer/CFO to 32 community schools across Ohio. We provide a complete solution including payroll, A/R, A/P, grant management, budgeting, CSADM, and EMIS support. They also provide business management services such as insurance/benefit administration, contract analysis/negotiations, policy manuals, and board member support. -Financial Analysis and Statement Preparation The company offers complete financial planning and analysis services, such as preparation of business plans and budget forecasts. They work with

			and assist the schools with responsibly spending grant funds appropriately.	has over 20 years of experience working with government agencies and private firms. He has earned a Masters in Business Administration and is a Certified Management Accountant (CMA), Certified Financial Manager (CFM), a Certified Forensic Accountant (CrFA), and a Licensed School Treasurer. In turn, Mr. Adams selectively staffs his firm with only highly experienced and certified individuals to assist schools. Since 2006, OCSC has received numerous awards from the Auditor of State and the Government Finance Officers association for its Excellence in Financial Management and Reporting for its schools.	clients to evaluate SERS/STRS payments, insurances, and employee benefit options. They handle GAAP compilations, monthly bank reconciliations, and monthly financial statement preparation for Board members.	
Cheryl	Long	Business Administrator	Cheryl Long serves as Business Administrator for The Graham School, The Charles School at Ohio Dominican University, Graham Expeditionary Middle School, and Graham Primary School. She will maintain this role and take charge of all financial aspects of the grant in close coordination with the school treasurer.	For The Graham Schools, Cheryl LongManages and Processes all school records, includig academic and administrative; oversees personnel working in the front offices, custodial, and business administration; performs accounts payable and receivable; coordinates schools budgets and accounts with school administrators; attends and preapres all documents for monthly board meetings for the four schools; oversees and coordinates all state, federal, and sponsor audits.	Cheryl has been the business administrator at The Graham Schools since 2001. She as administered all of our grants including: state and federal planning and implementations grants (3); Walton Family Foundation planning and implementation grants (3); RTTT (3); Safe and Drug Free Schools (3); and various private foundation and individual grants and gifts. She takes charge of all financial matters related to all kinds of funding, keeps meticulous records, and works closely with the state treasurer.	
Edmund	Ingman	Dean of Academics, The Charles School at Ohio Dominican University	Ed Ingman has been part of the planning team for the straight a grant project proposal and has served as liaison with Vice President Holleran at Ohio Dominican University. He will oversee all aspects of the grant at TCS@ODU including transition hotspots meetings, curriculum changes, assessment and	Education Licensure Five Year Professional Licensure/Principal Five Year License in Middle Childhood Education? Science and Social Studies Grades 4-9One year Alternative Administrative License/Principal M.S. Environmental Science, The Ohio State University B.A. Middle Childhood Education, Ohio Wesleyan University Awards: Dean's List-7 semesters, Graduated Magna Cum Laude, Trustee	Ed Was involved in planning and implementing the opening of The Charles School at Ohio Dominican University and participated in grant projects and reporting for grants from ODE and the Walton Family Foundation. Toyota T.A.P.E.S.T.R.Y. Large Grant Awardee Was awarded a \$10,000.00 grant to construct an urban garden to support biological science curriculum at TCS@ODU, March 2008 Coalition for Essential Schools, Presented at national conference on experiential education. November 2006 Science Educators' Council of Ohio Presented at state-wide conference with two other central Ohio	

			<p>expeditions. He will serve on the steering committee, and assist with oversight of renovations and purchasing, work closely with ODU professors and community partners. He is in charge of assessments at the school.</p>	<p>Scholarship, The Bishop F. Gerald Ensley Award Experience The Charles School at Ohio Dominican University, Columbus, Ohio Dean of Academics - Oversee all aspects of 400 student early college high school in partnership with Dean of Students; Member high school/college partnership team at Ohio Dominican University; ? Member MCNC Early College High School team Science Teacher: Founding staff member of early-college initiative high school with a focus on serving impoverished, urban students and increasing access to secondary education; Created standards-based, inquiry-focused science curriculum for pre-college freshmen and sophomore; Formulated experiential learning curriculum with members of writing team; Developed school-wide curriculum, schedule, rules and expectations, and technology integration. Academic Coordinator of Technology: Designed and implemented learning opportunities for students and staff around new technology that enhanced teaching and learning in the classroom; Assisted with implementation of 21st Century Skills at The Charles School and other schools in Ohio; Supported the academic mission of The Charles School and strengthened student readiness for enrollment at Ohio Dominican University. The Graham School, Science Teacher - Developed and implemented original science courses with experiential focus, Collaborated to develop school-wide curriculum; Post-Secondary Educational Options Program Coordinator; developed science curriculum for The Charles School. ?</p>	<p>educators, February 2006 F. T. Stone Laboratory Fellow, The Ohio State University, Worked to develop inquiry and technology rich lessons with fellow teachers at the Ohio State University F. T. Stone Laboratory on Lake Erie. Summer 2005 Publications 21st Century Center for Experiential Learning, Leadership, and Technology -- Member of writing team that developed experiential learning lessons focusing on 21st century skills. Wrote standards-based, experiential, and self-guided lessons on topics such as communication processes, research and assessment tools, self-knowledge, community and collaboration, and technology tools. Spring 2008 Great Lakes Education Workshop, The Ohio State University Developed an interactive, multi-media teaching aid that was used in the course for middle school and high school science instruction. The web-based course was taught by Dr. Roseanne Fortner at The Ohio State University. Spring 2006</p>	
Connie	Boehm	Director, Student	Connie Boehm will	Master of Arts, College	Presentations and Publications -	

		<p>Wellness Office of Student Life, The Ohio State University</p>	<p>establish a satellite wellness center in the GEMS/GPS building serving the local community as well as our students, parents and staff. she will work with the hot spot team to integrate wellness into each science curriculum. She has significant experience with grant projects, community partnerships, use of volunteers, data collection and analysis and will serve on the steering committee.</p>	<p>Student Personnel Administration, June 1981, Ball State University, Muncie, IN 47306 Bachelor of Science, Social Work (Major) Psychology (Minor), May 1980, Manchester College, North Manchester, IN 46962 Licensed Professional Counselor, The State of Ohio, 1988-92 Office of Student Life Student Wellness Director; School of Health and Rehabilitation Services, Clinical Instructor, The Ohio State University, October 1998-present - Expanded student wellness services by adding wellness coaching, wellness ambassadors, sexual violence education and support, financial wellness, and nutrition education. - Managed Student Wellness Center staff including eight professional staff, seven graduate students, and five undergraduate students. Managed general funds, development, and earnings budgets. - Served as Project Director for grants 1) Cardinal Health 2) U.S. Department of Ed-Model 3) Ohio Department of Alcohol and Drug Addiction Services 4) Columbus Health Department-HIV Prevention. 5) BACCHUS Peer Education Network-Social Norming in Sexual Health 6) U.S. Department of Ed-Ohio Network. - Participated and convened numerous campus-wide committees: Second Year Transformational Experience Program, Health and Wellness Council, Student Life Wellness Collaborative, Student Life Assessment, Celebratory Riot Task Force, Greek Affairs Task Force, Sexual Violence Committee, Welcome Week, Make a Difference Day, Service Learning and Leadership, Alcohol Policy, Campus Safety</p>	<p>Nonmedical Use of Prescription Drugs, HEC Training Institute, Fall 2012 - Misuse of Prescription Drugs and Social Norms, HEC Training Institute, Fall 2012 - Driving Student Leadership to Shift the Campus Wellness Culture, NASPA Conference, 2012 - Suicide Prevention Gatekeeper Training, NACA Webinar, 2012 - Does being at college make students unhealthy? NASPA Mental Health Conference, Atlanta, 2012 - Generation Rx at The Ohio State University's College of Pharmacy Case Study, Higher Education for Alcohol, Other Drug and Violence Prevention, 2012 - Working Together to End Inter-Personal Violence, Promoting Student Success: Effective AODV Prevention Tough Times, October 2010 - Prescription Drug Abuse Examined: Pharmaceutical Populism, Social Norms, and Other Implications for Collegiate Prevention, Promoting Student Success: Effective AODV Prevention Tough Times, October, 2010 - What About Us: Addressing issues of Second Year Students, NASPA Conference, 2010 - Big 10 Greek Advisor's Conference Presentation: U.S. Department of Education: Dear Colleague Letter, 2010 - It's Abuse. Focusing on the First Year: The Transfer Experience, OSU, 2009 - It's Real, It's Wrong, "It's Abuse: Raising Awareness About Relationship Abuse on College Campuses, Innovation Through Collaboration: Building a Community Response to Family Violence, Columbus, OH, April 29, 2009 - It's Abuse. NASPA Conference, 2009 - Generation Rx and the abuse of medications in a drug taking society, The Ohio College Initiative to Reduce High-Risk Drinking, 2008 - Healthy Bodies, Health Minds and Making the Right Choices to Reduce Alcohol Abuse and Associated Harm Among First Year Athletes, National Meeting, 2006 - Driving in Circles around Alcohol Policy, National Meeting, 2005 - Empowering Prevention Professionals: Collaborative Campus-Community Efforts, NASPA, 2004 - Responding to Off-Campus Disturbances: A Collaborative Approach, NASPA, Boston, MA</p>
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				<p>Committee, Off Campus Disturbances, Body Image and Health Task Force, First Year Success Series, Student Life Strategic Plan Work Group, University Recreational Sports Committee, National Research Institute Advisory Board. - Initiated the assessment and evaluation of all wellness services. - Pioneered campus-wide programming including late night activities, financial wellness, wellness coaching, wellness ambassadors, and student volunteer HIV counseling.</p>		
Theresa	Holleran	Ph.D., Vice President for Academic Affairs and Dean of the Faculty, Ohio Dominican University	<p>Theresa Holleran will serve on the steering committee and work with the hot spot teams to address the goals of improved student achievement in the transition years. Her perspective as a former faculty member and current administrative leader will provide leadership in the transitional focus from 11th grade to post secondary but also transitions in earlier grades. She is committed to including a variety of ODU science department faculty in this project. The resources she will bring to the project will be significant to our success. Theresa Holleran's role as one of the primary partners with The Charles School at Ohio Dominican University gives her experience with our work of preparing high school students for college and providing them with significant on campus college experience and</p>	<p>Dr. Holleran, a 1976 alumna of then-Ohio Dominican College, manages and facilitates all academic programs, including the curriculum as well as faculty and student progress. She oversees the Registrar's Office, library, Academic Resource Center, Academic Advising Center, Transfer Program Articulation, and the Center for Instructional Technology and eLearning. Dr. Holleran joined the Ohio Dominican faculty in 1986 as a Mathematics and Computer Science instructor. She also served as a professor of Computer Science, and as chair of the Division of Mathematics, Computer and Natural Sciences.</p>	<p>Dr. Holleran has a Bachelor of Science degree in Mathematics from Ohio Dominican College, Master of Science in Computer Science from Bowling Green State University, and a doctorate in Education from The Ohio State University. She holds an Ohio Professional Certification in Mathematics and Physical Education (Grades 7-12) as well as Advanced Certification in Religious Education from the Columbus Diocese. Dr. Holleran was named to the 1990 Who's Who in the Computer Industry. She is widely published with most of her research centered on the use of technology to improve learning. She is a member of the Association for Computing in Machinery (ACM), International Society for Technology in Education (ISTE) and the Association for Educational Communications and Technology (AECT).</p>	

			academic credit.			
Greg	Brown	CEO, Academics	Greg Brown will be Chair of the Steering Committee that will have full responsibility for and oversight of the grant, the project, the personnel, the finances, and the reporting.	Greg Brown has been associated with public education nearly his entire life. Presently, he is Dean of Academics at The Graham School (TGS), The Charles School at Ohio Dominican University (TCS@ODU), Graham Expeditionary Middle School (GEMS), and Graham Primary School (GPS), public charter schools located in Columbus, Ohio. TGS has a special focus on experiential education, and opened in September 2000 as the first public charter high school in Ohio for general population students. TCS@ODU opened its doors in September 2007 as an early college high school, where students can earn up to a college associate's degree in conjunction with their high school diploma. GEMS began operations in 2010 followed by GPS in 2012, both in partnership with Expeditionary Learning Schools. Mr. Brown currently serves as a board member of the Ohio Alliance for Public Charter Schools. Previously Mr. Brown served as Executive Assistant to the Superintendent of Columbus Public Schools, overseeing daily operations of the office and the work of the superintendent. Among other special projects between the district and the community, he helped create the "Columbus Reads" program bringing reading tutors from businesses into elementary classrooms. He also served as chief speechwriter for the superintendent and represented her to other areas of the district and the community at large. Before TGFS and CPS Mr. Brown worked for 16 years at The Ohio State University (OSU), as a senior staff member with	Mr. Brown has overseen the opening and operation of 4 experiential public charter schools since 2000. Each school has received significant grant funding that has been pivotal to successful operations. He has been the primary contact and representative for grants from: The State of Ohio (School Planning (2), School Implementation (3), Dissemination (1), Safe and Drug Free Schools (3), Race to the Top (3) The Walton Family Foundation planning and implementation grants (3), U.S. Department of Education (school planning and implementation) As well as private foundations and individuals.	

				<p>the Dean of the College of Education, as "tour guide" of Ohio for President Gee, and as editor of the faculty and staff newspaper. Mr. Brown earned his bachelor's degree in English and teaching licensure from Miami University, a master's degree in journalism and has completed extensive graduate coursework in education at OSU. He is an adjunct faculty member at Ohio Dominican University.</p>	
Eileen	Meers	Superintendent	<p>Eileen along with Greg Brown and other school leaders has been part of the Straight A planning process since last summer at The Graham Family of Schools, helping to establish goals, objectives, and partnerships for this project. Eileen will be a member of the Steering Committee. She will particularly focus on counselors and Crew to assist with the relational aspects at the foundation of our project. In addition, she will be part of all reporting meetings, keeping track of progress on short and long term grant goals.</p>	<p>Education Ph.D. The Ohio State University, 1987 Area: New Program Development in Experiential Education M.A. The Ohio State University, 1979 Area: Guidance Counseling B.A. The Ohio State University Area: Secondary Education Work Experience Developer, Superintendent and Dean of Students, The Graham School, The Charles School at Ohio Dominican University, Graham Expeditionary Middle School, and Graham Primary School, 2000 - present Design team, Ohio Department of Education, Approval work for The Graham School of Public Service, 1999 - 2000 Program Director Cities in Schools (CIS) and The Ohio Medical College, 9/97 - 9/99 Executive Director, CIS, 8/91 - 8/97 Director of Experiential Education. Worthington High School, Linworth Campus. Also responsible for guidance counseling and college advising. 1978-1991 Teacher, Linden-McKinley and Watterson high schools, 1959-1978 Awards Columbus Public Schools' Golden Ruler Award July 1997 Ohio Business Roundtable's "Ohio's Best Award", and "Best of Ohio's Best for Total Community Involvement in Education. April 1997 Lazarus Award. Given by Lazarus and Columbus Chamber of</p>	<p>Dr Meers has overseen the opening and operation of 4 experiential public charter schools since 2000. Significant processes were required to open these schools and establish them as 501 (c) 3 non profit organizations and to establish partnerships with sponsors. Each school has received significant grant funding that has been pivotal to successful operations. She has been contact and representative for grants from: The State of Ohio (School Planning (2), School Implementation (3), Dissemination (1), Safe and Drug Free Schools (3), Race to the Top (3) The Walton Family Foundation planning and implementation grants (3), U.S. Department of Education (school planning and implementation) As well as private foundations and individuals.</p>

				Commerce for innovation in education. May 1996	
James	Kutnow	Dean and Director, Graham Expeditionary Middle School and Graham Primary School	James Kutnow is the primary liaison between the schools and Expeditionary Learning. He will lead this partnership, overseeing and assisting with professional development logistics, content, implementation, and documentation. He will help lead the teacher teaching teachers program and remain a significant stakeholder in the EL model. He will oversee all aspects of the grant that focus on the middle and elementary schools, leading the hotspot transition teams, assessments, expedition planning, as well as consortium, community, and OSU partnerships	EDUCATION Taylor University: B.A. (2000) Indiana State University: M.S., Student Affairs and Higher Education 2010 LICENSURE AND CERTIFICATIONS Ohio Alternative Principal License, Grades 4-9 Ohio Teacher Evaluator System certification PROFESSIONAL EXPERIENCE Dean and Director - Graham Expeditionary Middle School since 2010; Graham Primary School since 2013 Oversight of day-to-day operations including teacher supervision, administration management, student discipline, parent communication, professional development of staff and vision casting of schools. Collaboration with Experiential Learning school designer for professional development and operational compliance Building and maintaining key community partnerships including The Ohio State University (OSU) Student Wellness Center, OSU Athletics, OSU Student Development Office, OSU Department of Education and Human Ecology, The Children's Defense Funds' Freedom Schools and various fieldwork sites around the city of Columbus September, 2007 - 2010 The Graham School, Experiential Program Coordinator, Assistant Dean - Coordinated 9th - 12th grade internships- developed and maintained relationships with contacts at businesses, service agencies and other internship sites for off-site student experiential education; Supervised Advisors of student groups who meet two times per week to process on-site experiences. 2008	September 2003 - June 2004 Mercer Christian Academy Ewing, New Jersey - High School English Teacher ; Prepared lessons and taught 9th - 12th grade English and Journalism; Assisted the Head Coach for girl's soccer and softball November, 2002 - February, 2003 Franklin University Columbus, Ohio Academic Advisor (Student Services Associate) Advised and supported students transferring academic credit from community college to complete a Bachelor's degree; Assisted prospective students in credit transfer, registration, and chronological degree plans; Reviewed academic progress of students and served as liaison between students and other university departments August, 2000 - May, 2002 Messiah College Grantham, Pennsylvania - Residence Hall Director & Coordinator of The Emerging Leaders Program; Served as an active member of the Residence Education team; implementing educationally purposeful learning communities and living-learning programs; Lived in and worked with the students of a 150-member residence hall, planned programs of social responsibility. PROFESSIONAL DEVELOPMENT - Ohio Alliance of Public Charter Schools (OAPCS) State Conference - 2010, 2011, 2012 - Co-Presenter - Building Community Alliances, OAPCS Summer Leadership Institute - 2013 - Expeditionary Learning (EL) National Conference - 2009, 2011, 2012, 2013 (spring and fall) - EL Midwest Leadership Institute - 2010-2014 - EL Institutes " 5-day Middle School Institute - July, 2013 " Data-Driven Decision Making - July, 2012 " Instructional Coaching - February, 2012 " Little Rock 9 Civil Rights Institute - July, 2011 " Standards Based Grading - October, 2010 " 5-day Science Slice - July, 2010 " Leadership Teams - January, 2010 OTHER PROFESSIONAL EXPERIENCES September, 2012 - 2013 University Area Enrichment Association and Freedom Schools Advisory Board August, 2008 - May, Oversight of state and federal public charter school and Walton Family Foundation grants at both GEMS and GPS

				<p>- 2010 The Ohio State University Columbus, Ohio--Student Wellness Center Practicum: Worked with the staff of the Student Wellness Center (SWC) in compiling data for the Get Well 2010 campaign, coordinated spiritual wellness programming and research, helped to develop the home page of the SWC website and developed programs of spiritual wellness for the First Year Success Series September, 2004 - September, 2007 Tri-State University, Angola, Indiana, Director of Student Life: Oversaw residence life, student activities, intramural sports, student discipline, new student orientation and RA training.</p>	
Deborah	Addison	Director of Advancement	<p>Deborah Addison will be the primary compliance officer for the straight a grant, responsible for all benchmarks and reporting, both financial and programmatic. She will be a member of the Steering and Operations committees and will circulate through hot spot teams maintaining records of all meetings and their objectives and progress. She will oversee the grant consultants managing grant/project operations. She will work closely with the treasurer and business administrator on purchasing and reporting.</p>	<p>Deborah Addison has been responsible for grant writing and reporting and compliance for all grants received by the four consortium schools since 2007. In addition, she is responsible for compliance will all federal programs (title) and has been a leader in the growth of the organization from one school to four. February, 2007 - Present Director of Institutional Advancement, The Graham School, The Charles School at Ohio Dominican University, Graham Expeditionary Middle School, Graham Primary School Responsibilities include annual campaign fundraising, events, grant proposal preparation and grant management, budget preparation, operations, strategic planning, board development, compliance, marketing, public relations, new initiatives. Consultant/Contract Employee-Provide development and marketing services to non-profit clients including government, foundation, and corporate grant proposals, grant</p>	<p>Full time positions Wexner Center for the Arts, The Ohio State University January, 1992 - January, 1995 Director of Development Directed Corporate, Individual, Foundation, Government, and Membership fundraising and donor relations in support of Exhibitions, Performing Arts, Film & Video, Education Programs, Annual Operations, and Special Events. Supervised and mentored five member staff and fifteen member major gifts volunteer committee. The Metropolitan Museum of Art New York, New York November, 1989 - December 1991 Associate Development Officer Managed Annual Corporate Giving, Annual Corporate Benefit, and ninety member Business Committee with one assistant in support of the Museum's general operations. Whitney Museum of American Art New York, New York November, 1986 - October, 1989 Associate Development Officer Managed Annual Corporate Giving, Annual Corporate Benefit, Individual Annual Giving, Lobby Gallery Associates (an auxiliary group), and the first phases of a Planned Giving Program. Managed one staff member and many volunteers in these efforts to raise funds for the general operations of the Museum. Philadelphia Museum of Art Philadelphia, Pennsylvania November, 1984 - November 1986 Assistant Development Officer Managed Annual Corporate Membership, Corporate Partners</p>

				<p>management, grant and donor research, donor identification and solicitation, donor relations, event planning and implementation, sponsorship agreements, annual giving campaigns, membership programs, strategic planning, strategic partnerships, Board development, marketing plans and logistics. Previous Clients: Scenic Ohio Project Director- Responsibilities include membership, events, project development, board development, grant proposal preparation and management. Columbus Landmarks Foundation Manager for 3 years of City Hop; the organization's largest fund raiser, with 3000 participants attending one day event in downtown Columbus. Wexner Center for the Arts, Contracted to write two grant proposals, both awarded. Electronic Classroom of Tomorrow, Grant proposal preparation, strategic planning, compliance, professional development, parent/community relations and events. Big Brothers Big Sisters, Annual campaign, spring benefit event and auction Chances for Children, Grants administration, review and distribution</p>	<p>Committee, and Individual Annual Giving; raising funds for Museum general operations. Columbus Museum of Art Columbus, Ohio June, 1983 - June, 1984 Assistant to Fund Raising Council (Goettler Associates) Assisted with \$16 million campaign to purchase the Sirak Collection and build endowment funds. Columbus Association for the Performing Arts Columbus, Ohio August, 1981 - June, 1983 Assistant to Fund Raising Council (Goettler Associates) Assisted with campaign to build the Galbreath Pavilion at the Ohio Theatre</p>
D'Arcy	Oaks	Associate Director for Assessment and Planning Center for the Study of Student Life, Office of Student Life, The Ohio State University	D'Arcy Oaks will oversee assessment and data. He will build evaluative structures to inform decisions and progress assuring that the project remains on track toward achieving its goals of improved student achievement. He and his office have made a 6 year commitment to this project.	<p>Ph.D., Communication, The Ohio State University, 2007 M.A., Communication, University of Dayton, 1998 B.A., General Studies, University of Dayton, 1995, magna cum laude 2012-present Associate Director for Assessment and Planning Center for the Study of Student Life, Office of Student Life, The Ohio State University, Columbus, Ohio 2011-12 Research Associate Center for the Study of Student Life, Office of Student Life, The Ohio State University,</p>	<p>PANELS, PRESENTATIONS, & RESEARCH Agnoli, J. (facilitator), Boehm, C., Nelson, R. (2013, July). Grant Writing and Rec Sports Panel. Ohio Recreational Sports Association Outreach and Social, The Ohio State University, Columbus, Ohio Kennedy-Phillips, L. K., & Oaks, D. J. (2013, June). Assessing the Organizational Effectiveness of the Co-Curriculum. Segundo Foro de Asuntos Estudiantiles (Second Forum of Student Affairs), Monterrey Mexico Kennedy-Phillips, L. K., & Oaks, D. J. (2013, June). Assessment: Developing and Critiquing Outcomes. Indiana Professional Development Seminar (IPDS) New Professionals Orientation for</p>

Columbus, Ohio 2009-10
Learning and
Assessment Specialist -
Program Manager Student
Life Research and
Assessment, Office of
Student Life, The Ohio
State University,
Columbus, Ohio 2001-11
Instructional Systems
Designer - Systems
Developer/Engineer
Walter E. Dennis Learning
Center, School of
Educational Policy and
Leadership, The Ohio
State University,
Columbus, Ohio 2007-09
Learning Systems Design
Coordinator Success
Support Resources and
Services, Office of Student
Life, The Ohio State
University, Columbus,
Ohio

Association of College Unions
International (ACUI), Purdue
University, Lafayette, Indiana Slager,
E. M. & Oaks, D. J. (2013, March).
Writing and Designing a Survey
(Preconference Workshop). NASPA -
Student Affairs Administrators in
Higher Education Conference,
Orlando, Florida Oaks, D. J. (2012,
November). A Co-Curricular Systems
Map. NASPA (Student Affairs
Administrators in Higher Education)
Knowledge Community:
Assessment, Evaluation, and
Research Webinar Series Slager, E.
M. & Oaks, D. J. (2012, June).
Describing a Coaching Model in
Assessment: Philosophy and
Process. NASPA (Student Affairs
Administrators in Higher Education)
Assessment and Persistence
Conference, Tampa, Florida
Kennedy-Phillips, L. K., & Oaks, D. J.
(2012, April). Innovative Ways of
Assessing Diversity Programs Ohio
Consortium of Multicultural Centers
in Higher Education (OCMCHE)
Spring 2012 Conference, Columbus,
Ohio Brendon, L. K., & Oaks, D. J.
(2012, March). Data Don't Lie:
Leading Changes Through Ethical
Assessment. NASPA - Student
Affairs Administrators in Higher
Education Conference, Phoenix,
Arizona. Athas, C., Oaks, D. J.,
Duckett, K., & Kennedy-Phillips, L. K.
(2012, March). Student Employment
is More Than Making Copies. NASPA
- Student Affairs Administrators in
Higher Education Conference,
Phoenix, Arizona

