

Budget

Dayton City (043844) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (221)

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
<b>Instruction</b>		0.00	0.00	0.00	955,280.00	839,000.00	0.00	1,794,280.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		214,650.00	80,000.00	0.00	0.00	0.00	0.00	294,650.00
<b>Prof Development</b>		0.00	0.00	2,678,327.24	0.00	0.00	0.00	2,678,327.24
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		214,650.00	80,000.00	2,678,327.24	955,280.00	839,000.00	0.00	4,767,257.24
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-4,767,257.24

Application

Dayton City (043844) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (221)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Courage, Choice, Career Credentials and College Credit Drive Dayton Public Schools' Innovation

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

1. The Dayton Public School system is driven to make high school count for students, families and the community. Taking its cues from the best-selling book, "Disrupting Class," DPS is moving the locus of power, decision making, performance responsibility and resources to its high school campuses and communities, with the charge to dramatically improve college and career readiness, double the college-going rate of its students, AND meet critical employment needs in its own community. Over the next five years, the district is very courageously retiring the last of its traditional high schools and replacing them with agile, career-focused Early College institutions that deliver real-world learning, career credentials and significant college credits for all high school students in partnership with Sinclair Community College and some of the area's largest and most innovative corporations.

*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.*

2420 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 type="checkbox"/> 3                       | <input type="checkbox"/> 4             |
| <input type="checkbox"/> 5                       | <input type="checkbox"/> 6             |
| <input checked="" type="checkbox"/> 7            | <input checked="" type="checkbox"/> 8  |
| <input checked="" type="checkbox"/> 9            | <input checked="" 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  
David Lawrence

Organizational name of lead applicant  
Dayton Public Schools

Address of lead applicant  
115 S. Ludlow Street Dayton, Ohio 45402

Phone Number of lead applicant  
(937) 542-3000

Email Address of lead applicant  
delawren@dps.k12.oh.us

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

CURRENT STATE : In 2012 Dayton Public Schools declared war on the traditional high school, launching one of the state's most aggressive assaults on graduation rates, career readiness and college completion. Those bold moves are beginning to pay off. Thurgood Marshall (TM) adopted a whole-school problem-based learning approach, increased rigor and began helping students apply knowledge and skills to solve real world problems through design challenges. TM has seen increases in its performance index and graduation rate. TM's growth was recognized April 10 when it earned Ohio STEM School Designation. The district recognizes it must continue the growth at TM and IMMEDIATELY start to see similar success at Belmont and Meadowdale. if it hopes to realize its goal of doubling the numbers of students who leave high school with real-world workplace experiences, career credentials and significant college credits.

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

THE PROBLEM: Despite advances, TM's 10th grade students fail to meet state achievement goals; its four-year graduation rate is 81.8%; 28% of graduates enroll in college; and 68% of those who enroll in college require remediation. The numbers are even more dire at Belmont, where 58% graduate from high school, X% enroll in college and 86% need remediation. Meadowdale statistics are 64.3%, X% and 80%, respectively. Jobs research confirms Ohio has more than 10,700 open positions in the aerospace and defense-related industries; 25% of all hospitals struggle to fill open positions; the region will see a 23% increase in architectural, engineering and related fields between now and 2020. Hundreds of skilled manufacturing jobs go unfilled in the Dayton area annually. Nationally, interpreters and translators will see a 22% increase by 2022, and the demand for meeting planners will rise by more than 31%. This proposal presents a strategy for improving the college and career readiness of more than 2,400 Dayton students AND meeting critical workforce needs. PROVEN INNOVATIVE PRACTICES: Each of the schools included in this Straight A Consortium will combine proven practices in new ways to propel its students to college success and career readiness. The schools are drawing upon lessons learned from the "disruptive district practices" in Reynoldsburg City Schools, which has been singled out by the White House and the U.S. Department of Education as one of this nation's most innovative districts. These schools are targeting Reynoldsburg's innovative blended learning strategies, its "what's in it for them" revolutionary approach to community partnerships and its strategy for infusing interest-based themes and career pathways into each school. The schools then researched emerging innovative practices across the country, landing on badging, competency learning and stackable career certificates as the most promising strategies. Finally, they drew upon lessons from one of Ohio's most successful disruptive innovations, Early College High School, for personalization strategies proven successful in motivating underperforming and/or underprepared students to earn significant hours of college credit during their four-year high school careers.

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.)

THE GOALS OF THIS INITIATIVE ARE SIMPLE. BY THE END OF 2018-19, following implementation of this initiative, these the following changes are projected for student performance in these three schools: \* Students will meet or exceed state performance targets in reading, writing and mathematics. \* A minimum of 50% of students will earn at least one hour of college credit \* A minimum of 30% of students will graduate from high school with a career credential \* A minimum of 25% of graduating seniors will earn least 24 hours of college credit. \* Schools will double the rate of students enrolling in college within 2 years of high school graduation. \* Schools will cut in half the number of students needing remediation in college. \* Every student will leave these three schools with a digital portfolio of academic and career experiences. Expanded teaching and resources for the classroom are as follows: FIRST, TM will fully implement these additional courses: Aerospace Engineering, Biotechnical Engineering, Principles of Biomedical Sciences, Human Body Systems, Medical Intervention, Capstone Course: Engineering Design and Development, Capstone Course: Biomedical Innovations SECOND, Belmont will offer PLTW for the first time, fully implementing these PLTW courses: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics, Computer Science and Software Engineering, Capstone Course: Engineering Design and Development THIRD, Meadowdale will offer the following new courses: Institute WestEd's "Reading Apprenticeship, Power English;" WestEd's "Aim for Algebra; Creativity, Action, Service & Community and Service IB courses, both of which have rigorous personal projects for students, IB Career-Related Certificates. FOURTH: All 3 schools will double English language arts and mathematics courses for 9th & 10th grade students through personalized, blended learning lab classes. FIFTH, Each school will add mentorships in targeted fields. SIXTH, through its focus on the Early College partnership with SCC, TM, Meadowdale and Belmont will be able to offer students opportunities for stackable certificates in the following areas (or similar): Thurgood Marshall: PLTW Certificates in Engineering or Biomedical Science; Professional

Certificates and Short Certificates in Airframe Aviation Maintenance, Paramedic, Dietary Management, Emergency Medical Technician, Energy Technology, General Aviation Maintenance, Network Engineering Associate, Nurse Aide Training, Individualized Programs in Energy Management Technology, Health Information Technology; and University Transfer Programs and Career Programs in Engineering, Architectural Technology, Automation & Control Technology with Robotics, Aviation Technology, Aviation Maintenance Technology, Business Information Systems-Medical Office, clinical Laboratory Technology, Dental Hygiene, Dietetic Technician, Environmental Engineering Technology, Health Information Management, Medical Assistant Technology, Nursing. Meadowdale: Career Programs/associate degrees in Business Management/Entrepreneurship or Supply Chain Management, Cyber Investigation Technology, Hospitality Management and Tourism/meeting & Event Planning, and Visual Communications; Certificates in Business Management, Cyber Investigation, Quality Control Technology, Supply Chain Management; Short term technical certificates in Business Operations Systems Support, Continuous Process Improvement and Professional Communication. BELMONT: PLTW Certificates in Engineering; Career Programs/associate degrees in Operations Technology/manufacturing; Operations Technology/Industrial Engineering Technology, Mechanical Engineering Technology, and Electronics Engineering Technology; and Short Term Technical Certificates in Networking Engineering Associate, Manufacturing Management, Measurement and Calibration & industrial Maintenance Tech

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.)

Implementation of grant goals would lead to an increase in the student body population through retention. D.P.S. currently loses 200-300 students each year. Implementation of the grant would mean an estimated 1.5-1.8 million dollars in general fund revenue as a result of retention. Implementation also is intended to attract students back to the district and an estimated 25-30 per year would return. Increase revenue of 150,00-200,00.

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.)

Course offerings will be significantly increased by offering 21st century course content. The utilization of blended learning to offer dual credits in conjunction with media center blended learning courses increases the academic depth and scope of courses.

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.

4,687,257.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

The nearly \$4.8 Million budget for this grant includes four areas of costs: salaries, purchased services, supplies, and capital outlay for Thurgood Marshall, Meadowdale, and Belmont High Schools to facilitate a transformation into Early College High Schools with unique pathways that increase student achievement and create a college-focused culture. The salaries category shows the costs for compensation of teachers for training stipends at \$15 per hour with an estimated 40 teachers per building in the areas of STEM, International Baccalaureate, 21st Century Manufacturing, Early College, Project Lead The Way and teaching in the Block. The purchase services and supplies categories represents the costs associated with the start up of STEM, IB, and 21st Century Manufacturing Early College pathways as well as the costs to start up PLTW at Belmont High School, enhance the existing PLTW courses at Thurgood Marshall High School and bolster IB programs at Meadowdale High School. Also included in the supplies category is \$8000 per school for teachers to purchase professional materials and build a professional library at each school. Lastly, the capital outlay category is largely represented by the inclusion of technology, such as mobile computer labs, needed to start the PLTW and IB courses as well as the addition of the MIT FabLab at Belmont.

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.

PLTW and IB courses require annual fees. This proposal provides resources to launch new courses/systems. Following the initial start-up period, the schools will re-allocate Perkins, textbook, Title II and other funds to sustain ongoing costs for the initiative. Schools will reallocate positions and find additional strategies to lower personnel costs to be able to sustain additional staff members for PLTW and IB courses. Based upon experience with Reynoldsburg's MIT FabLab, this 21st Century work station will begin, almost immediately to recover costs, as the FabLab begins to fill orders from teachers, schools and community members for everything from plaques and student incentives through large pieces of furniture. The FabLab purchase agreement includes maintenance services. Dayton Public Schools has negotiated an agreement with Sinclair Community College to offer dual enrollment courses to DPS students. The agreement includes a rate of \$X per credit hour. The cost of college credit is already integrated into the DPS budget projections, beginning in FY14. During grant implementation year, SCC professors assist with implementation of the developmental courses in TM lab classes and are paid through the grant; simultaneously, the SCC professors will train TM teachers to deliver the same developmental courses in subsequent years. Once trained, TM teachers will be able to offer the courses as part of their regular teaching assignment and will induct new teachers to the process. An agreement with PLTW will allow TM and Belmont to contract in advance for the full complement of teacher training in PLTW courses cited above. Once trained, teachers will be able to offer courses, as needed. Meadowdale teachers, too, will be certified and able to offer those courses on an ongoing basis following the training funded through this proposal. All technology funded through this initiative includes five-year maintenance agreements that will ensure long-term usability. Fees for online APEX courses are already included in DPS budget projections.

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.

373,680.00 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

DPS' agreement with SCC ensures an % savings in tuition and fees for dual enrollment courses. By offering dual enrollment and personalized career pathways, students and their families will save time and the cost of college tuition. Each student who completes 24 hours (approximately one year) of college credit during high school, will experience an average cost saving of \$8,304 per person, based upon cost of attendance projections from SCC. If 30% of students entering TM in 2014 graduate with 24 hours of college credit, that equals some

\$373,680 in cost savings for TM students and families. This is in alignment with national research on savings from dual enrollment courses. An initial return on investment study of Ohio Early College High Schools was conducted by national school finance expert, Augenblick, Palaich and Associates (APA) in 2008. Even at that early stage, APA was able to project significant long-term savings to the state. That study answered the question, 'By investing in schools designed to combine the high school experience with up to two years of college and propel underserved students toward a postsecondary degree in an accelerated timeframe, what financial return can the state expect in terms of a more educated citizenry and increased tax revenues?' APA examined the costs associated with a sample of early college high schools in California, New York, Ohio, and Texas, states that are initiating large numbers of these schools. It then compared the estimated educational and financial benefits for individuals, schools, and the state to those for traditional high schools. The analysis suggests that policymakers might expect to yield \$1.33 to \$2.11 more for every dollar invested in early college high schools than in traditional high schools over the course of 15 years, and \$2.51 to \$3.95 more over the course of 25 years. That is without including the return for individuals that, as APA illustrates, could be far greater for graduates of early college high schools earning a Bachelor's degree than for graduates of traditional high schools because they will have paid less college tuition and attained their degrees more quickly. Further, in order to achieve sustainability over time and achieve the goal of operating this innovative STEM school within district per-pupil allotment, each school will be required to analyze existing resources, both human and financial, and identify new and more effective ways to do business. TM already began that process as it transformed from a traditional high school to a STEM school. Work described in this proposal will continue TM's restructuring and launch innovation at Belmont and Meadowdale to deliver more intensive, personalized services for the same cost. Schools will need to identify savings in some areas to offset new or expanded expenditure in others. For instance, over time schools will re-purpose funds for textbook or other instructional materials to support blended learning licenses. Such strategies may not reduce the bottom line for a district or school, but they will provide more services and learning experiences for students at the same budget level.

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.

This proposal invests in people and partnerships. Before the Straight A opportunity became available, Dayton Public Schools began working with Jobs for the Future to establish a new Early College High School (which includes elements of dual enrollment) and to set in place policies, procedures and funding to help expand dual enrollment in high schools district wide. As a result, the district has already integrated the cost of Early College/dual enrollment into its budget projections for Thurgood Marshall and Belmont, beginning with the 2014-15 school year and beyond. Early College/dual enrollment for Meadowdale will be included in district base budgets, beginning in 2014-16. The fact that the district has already designed and implemented a strategy for supporting aggressive dual enrollment initiatives in all of its high schools - the most costly aspect of the work described in this proposal - ensures long-term financial sustainability of the initiative. The intensive teacher professional development for PLTW, instructional design and delivery and IB ensures a growing cadre of teachers at these three schools will be prepared to deliver the required level of rigor and effectiveness of those courses over time. Because Collaboration with and training from Sinclair Community College professors ensures high school teachers will be adept at proven strategies for remediation and acceleration of their students' English language arts and mathematics skills.

#### **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 FEBRUARY - APRIL 2014

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

February - April 2014: \* Discussions among District and partners about the design of expanded innovation initiative. MAY - AUGUST 2014: \* Identify specific professors and finalize process with Sinclair Community College to deliver Project Lead the Way instruction for 2014-15. \* Identify specific professors and finalize the process with Sinclair Community College to train TM teachers to deliver developmental courses. \* Determine timing of delivery of SCC1101 First Year Experience. \* identified teachers participate in PLTW training in targeted courses. \* Engage 3 full staffs in discussions about the expansion of STEM offerings and opportunities through PLTW and Sinclair Community College. \* Engage Partner representatives in planning for a series of "career conversations" with 9th graders to expose them to opportunities in the targeted workforce pathways and the development of expanded design challenges. \* Build ELA and math lab courses. \* Engage teachers in professional development. \* Launch planning for student electronic portfolios and advisories. \* Develop a rubric to signal when students are ready to fully engage in college course work. \* Submit application for candidacy for middle school IB (MYP) \* Identify evaluator. Work with the evaluator to finalize the structures and systems for data collection, analysis and reporting. Revise milestones and data points. Capture baseline data. \* Hold Student Summer Bridge for incoming 9th graders. \* Design and launch communications process

\* Anticipated barriers to successful completion of the planning phase

**BARRIERS TO SUCCESS IN THE PLANNING STAGE:** Time is the primary challenge to success in the planning stage. There is a great deal of work to be completed in the summer months prior to implementation. While all three schools plan to implement this initiative with or without funding, development and implementation will be significantly delayed.

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

\* Date Range SEPTEMBER - DECEMBER 2014.

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

September - DECEMBER 2014. \* Administer Accuplacer all 9th graders. \* Engage staff in site visits to successful schools \* Engage students in "career conversations" \* Launch ELA and math labs \* Launch initial design challenges; hold parent night with demonstrations of student products. \* Provide professional development on badging and competency learning. \* Capture and report fall data sets. Adjust program implementation, as needed, to ensure milestones are met. JANUARY - JUNE 2015 \* Implement initial PLTW and IB courses for students who demonstrate readiness. \* Launch mentorships and internships with partners. \* Begin student development of electronic portfolios with partners; begin awarding badges to students. \* Continue teacher coaching and professional development. \* Engage the full staff in "critical issue discussions" with partners designed to help teachers understand the latest research, challenges and advances in the chosen career pathways. \* Hold a second "design challenge night" for parents. \* Revise 8th grade recruitment processes to emphasize the career pathways. \* Capture and report spring data sets and progress toward milestones. Adjust program implementation, as needed, to ensure success. JULY 2015 - JUNE 2019 \* Continue deepening implementation of the initiative. \* continue to adjust staffing, scheduling and resource deployment to meet needs for student personalization of instruction. \* Data capture and analysis will continue. \* Graduates of the Class of 2019 will be the first to be awarded professional certificates or associate degrees through the initiatives launched with this proposal.

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

**BARRIERS TO SUCCESS:** The proposed initiative takes these schools' current STEM and IB designs and advances them at a very rapid pace. Time is the greatest barrier to successful implementation. Will these schools be able to retain and train enough PLTW/IB teachers to meet student demands? Will the district and SCC be able to meet the dual enrollment demand?

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

\* Date Range December 30, 2014 - March 30, 2015

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

The nature of the initiative requires a thorough evaluation that documents both the baseline and the programmatic outcomes including the foundations laid for long-term. Within 5 days of the award announcement. The district will post an RFP for evaluation services. The program evaluator will be named and contracted no later than December 30, 2014. Baseline measures will be completed by March 30, 2015. The RFP will specify that the mixed method evaluation will include a thorough documentation of baseline conditions. Among critical impact areas are: student readiness to participate in PLTW, IB and dual enrollment courses; teacher professional learning; performance gains; numbers of college credits earned; numbers and types of career credentials and associate degrees earned; numbers and types of badges earned through design challenges and other coursework; numbers and types of credits earned through competency learning; students enrolling in college within the first two years after high school graduation; remediation rate of students enrolling in college. Program indicators will be monitored and measured according to the programmatic timeline detailed previously. Teacher professional learning will be tracked through documentation of professional learning session content, hours, agenda, sign-in and evaluations. Changes in classroom instruction practices will also be evaluated through direct classroom observation. Student learning and increases in 21st Century skills will be tracked through a variety of measures including data from the blended learning programs, state testing, Accuplacer and formative assessments of reading and math as implemented by the site.

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

**BARRIERS TO SUCCESS:** The number of schools, students, teachers, partners and institutions involved in the initiative make it difficult to capture the full range of information for each site. In addition, the lag time in reporting graduation, college enrollment and remediation data may delay reporting.

#### 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:

By the end of the five-year period, the identities of these three schools will permeate every classroom and touch every student that enters the door of the school. Partners and schools will work together as a well-oiled machine to engage students in a scaffolded set of high school, career and college experiences. As incoming 9th graders in fall 2014 progress through the school and new students are enrolled in the career pathways every fall, teaching and learning in the school will become more rigorous and very connected to the local economy. Student and teacher schedules will be fluid and flexible as blended learning, badging and competency learning are implemented and regular, formative assessments continually identify students who are ready to move into PLTW/IB and dual enrollment courses. Parents will gain new insights into the demands of 21st century careers, as well as the wide range of certificates and degree programs available to students.

#### **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.

This initiative is based on four areas of research: dual enrollment/early college initiatives; research on the effectiveness of IB and Project Lead the Way; and emerging research on badging and blended learning. Multiple studies of Project Lead the Way effectiveness show students who engage in the rigorous PLTW curriculum are more adept at analyzing problems and generating solutions than their counterparts; PLTW students have higher levels of achievement in mathematics and science than their peers; African American students engaged in PLTW, in particular, show positive outcomes with self-efficacy and resilience. Further, PLTW professional development has, through multiple studies, been proven highly effective for teachers and, through its implementation in the classroom, has also been identified as a primary motivator for students and parents to support STEM pathways. Further wide range of studies confirm that IB diploma holders had higher acceptance rates than other applicants to universities. Over the past decade, Early College High Schools have proven that low income, minority, struggling students with no tradition of higher education success in their family histories can, indeed, demonstrate success in high school, and concurrently, earn up to 60 hours of college credit or an Associate degree during their four-year high school career. Annual studies by Jobs for the Future confirm that a full 97% of Ohio ECHS students graduate from high school; 79% earn at least 1 year of college credit while in high school; one in three earn an associate degree or 2 years of college credit while in high school; 95% continue in higher education; and 87% persist to a four-year degree - in urban areas where only 78% of students, on average, even graduate from high school. Early College High Schools have been recognized among the best schools in the country by U.S. News and World Report. ECHSs are generally the top-performing schools in their urban districts, competing with the state's most successful suburban schools. Early College High Schools regularly appear on the list of state-designated "Schools of Promise." ECHS students consistently out-perform their peers across the state in assessments of reading, writing, mathematics, science and social studies. Within the last month, the U.S. Department of Education named the Akron Early College High School a national "Blue Ribbon" school. Emerging studies are beginning to define effective practices for blended learning, competency learning and badging: Blended Learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part as a supervised brick-and-mortar location away from home." <http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf>); a competency learning system "puts students at the center, replacing rigid time-based structures with flexible learning environments that ensure students receive the support and extra time they need to succeed." (Competency Education Series: Policy Brief One, KnowledgeWorks, April 24, 2013). Badges "signify accomplishments, such as completion of a project, mastery of a skill, or marks of experience." (7 Things You Should Know About ... Badges, EDUCAUSE Learning Initiative, 2012).

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.

Coordinating the evaluation for the district and schools will be Deborah Howard, Chief Innovation Officer for EDWorks, 1 W. 4th St., Cincinnati, OH 45202. [howardd@edworkspartners.org](mailto:howardd@edworkspartners.org), (513) 659-9937. An experienced facilitator of evaluation, she will work hand-in-hand with the district data team to develop the RFP and engage the external evaluator. The external evaluator will conduct a rigorous, independent evaluation designed to assess: (a) the fidelity of implementation as well as the facilitating factors and challenges to implementation; (b) the impact of the program on academic student outcomes; and (c) the sustainability of the initiative over time. Through the proposed mixed-methods evaluation, the evaluator (TBD) will provide valuable formative feedback to program developers as well as conduct a rigorous assessment of the program's impact. In Years 1-4, a formative study will assess program implementation, addressing the following questions: (1) To what extent is the initiative implemented as planned (e.g., personalized four year plans, partnerships with higher education intuitions, businesses and community partners, college course and credit offerings, teacher professional development); and (2) What are the facilitators and barriers to implementation and achieving outcomes? In Years 4-5, a summative impact study will measure the effectiveness of the initiative in improving key student outcomes, addressing the following research questions: (3) What is the impact of the initiative on

student academic achievement as measured by state-mandated assessments?; (4) What is the impact of the initiative on student high school performance and college readiness? In the final year of the study, the evaluation will also consider the sustainability of the initiative, answering the following research questions: (5) To what degree can the initiative can be sustained over time with existing revenue; (6) To what extent can the approach be replicated in other schools

\* 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).

Coordinating the evaluation for the district and schools will be Deborah Howard, Chief Innovation Officer for EDWorks, 1 W. 4th St., Cincinnati, OH 45202. howardd@edworkspartners.org, (513) 659-9937. An experienced facilitator of evaluation, she will work hand-in-hand with the district data team to develop the RFP and engage the external evaluator. Through the proposed mixed-methods evaluation, the evaluator (TBD) will provide valuable formative feedback to program developers as well as conduct a rigorous assessment of the program's impact

\* 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.

. In Years 1-4, a formative study will assess program implementation, addressing the following questions: (1) To what extent is the initiative implemented as planned (e.g., personalized four year plans, partnerships with higher education intuitions, businesses and community partners, college course and credit offerings, teacher professional development); and (2) What are the facilitators and barriers to implementation and achieving outcomes? In Years 4-5, a summative impact study will measure the effectiveness of the initiative in improving key student outcomes, addressing the following research questions: (3) What is the impact of the initiative on student academic achievement as measured by state-mandated assessments?; (4) What is the impact of the initiative on student high school performance and college readiness? In the final year of the study, the evaluation will also consider the sustainability of the initiative, answering the following research questions: (5) To what degree can the initiative can be sustained over time with existing revenue; (6) To what extent can the approach be replicated in other schools?

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.

"Courage, Choice, Career Credentials and College Credit Drive Dayton Public Schools' Innovation," will literally change lives, as students experience the transformative power of post- secondary education and well-paying careers for themselves and their families. Harvard University's Dr. Richard Elmore's research asserts that there are only three ways to improve student learning. 1)Raise the level of the content students are being taught, 2)increase the skill and knowledge that teachers bring to the teaching of that content, and/or 3) Increase the students level of active learning of the content. This project aspires to create a fundamental shift within the district in the curriculum that is offered, the way we deliver instruction and the ways students engage in that curriculum. Dayton Public Schools has committed to transitioning its secondary schools to curricula that pique the interest of students; and also offer pathways to lifelong careers that allow them to support their families and positively contribute to their communities. While each school will have its own curricular identity, STEM at Thurgood, IB at Meadowdale, and 21st Century Manufacturing at Belmont, they will all have an Early College focus. Research shows that students who earn college credits while still in high school are more likely to successfully complete a degree. All three high schools will improve student achievement. Students will meet state performance targets in reading, writing and mathematics, they will graduate from high school with career credentials or college credit, and they will reduce the number of students needing remediation in college. A significant portion of requested funding is committed to professional development. Teachers are being prepared to create classrooms full of inquiry based learning where students produce projects relevant to their career focus, community or personal experience. Skilled staff who excel in both content and instruction are the best guarantee we have that the district will be able to sustain academic gains at the end of the grant funding period. Perhaps most importantly, success in a well-documented initiative such as this will establish Dayton Public Schools as a lighthouse for urban innovation nationwide.

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

BY THE END OF 2018-19, following implementation of this initiative, these the following changes are projected for student performance in these three schools: GOAL: Students will meet or exceed state performance targets in reading, writing and mathematics. Benchmarks: Student performance on assessments will increase a minimum of 7.5% per year during the life of the initiative, until performance targets are met. GOAL: A minimum of 50% of students will earn at least one hour of college credit. Benchmarks: A minimum of 10% in 2014-15; 20% in 2015-16; 30% in 2016-17; 40% in 2017-18; and 50% in 2018-19. GOAL: A minimum of 30% of students will graduate from high school with a career credential. Benchmarks: 15% in 2016-17; 20% in 2017-18; 30% of graduates in 2018-19. GOAL: A minimum of 25% of graduating seniors will earn least 24 hours of college credit. Benchmarks: A minimum of 5% in 2016-17; 10% in 2017-18; and 25% in 2018-19. GOAL: Schools will double the rate of students enrolling in college within 2 years of high school graduation. Benchmarks: Schools will increase the number of students enrolling in college by 20% in 2015-16; 25% per year each year, beginning in 2016-17.. GOAL: Schools will cut in half the number of students needing remediation in college. Benchmarks: Schools will reduce the number of students needing remediation by 20% per year with the graduates of 2016-17 and 2017-18; and 25% with the graduates of 2018-19. GOAL: Every student will leave these three schools with a digital portfolio of academic and career experiences. Benchmarks: 25% in 2014-15; 40% in 2015-16; 50% in 2016-17; 75% in 2017-18 and 100% in 2018-

\* Spending Reduction in the five-year fiscal forecast

Implementation of grant goals would lead to an increase in the student body population through retention. D.P.S. currently loses 200-300

students each year. Implementation of the grant would mean an estimated 1.5-1.8 million dollars in general fund revenue as a result of retention. Implementation also is intended to attract students back to the district and an estimated 25-30 per year would return. Increase revenue of 150,00-200,00.

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

Course offerings will be significantly increased by offering 21st century course content. The utilization of blended learning to offer dual credits in conjunction with media center blended learning courses increases the academic depth and scope of courses.

\* 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.*

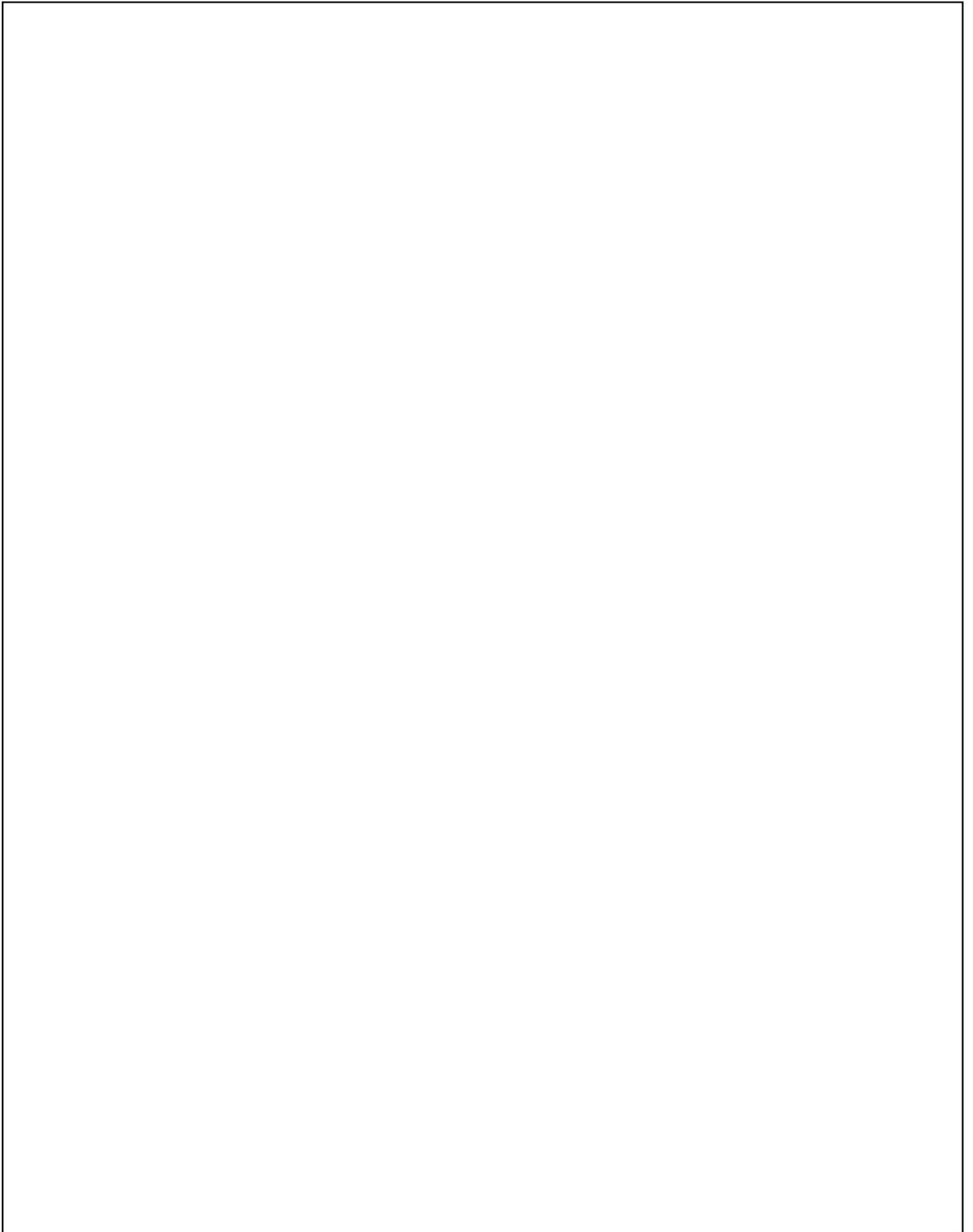
\* Explain your response

The approach to secondary/post-secondary education described in "Courage, Choice, Career Credentials and College Credit Drive Dayton Public Schools' Innovation" is, without a doubt, possible to replicate in other districts. In fact, the strategy described in this proposal could, indeed, be THE "disruptive innovation" construct for education in Ohio and beyond. Consider this: Jobs for the Future, AIR and Augenblick and Palaich have, since 2007, conducted studies that prove the power of Early College (the primary philosophical driver of this proposal) to save states and individuals money over the course of 15-25 years. No one, however, has conducted a study specifically to determine if the strategy of blurring the lines between 9-12 education and the first two years of college could actually save the state money. Logic would suggest that by essentially providing students with what amounts to six years of education in four years must, at some point, result in savings to the state. The three schools in this proposal have a laser-like focus on creating an agile blended learning system to propel each individual student to his/her highest level of performance in the shortest period of time using three powerful tools: data, student interests, choice. As described in Clayton Christensen's "Disrupting Class," this proposal creates "lightweight teams" of educators and business/community members that seamlessly move people and resources back and forth among traditional 9-12 and higher education systems, highly personalized online systems (both public and private, traditional and non-traditional) and community- and work-based environments. The strategies and methods used in this proposal are not new. Each piece of this new, lightweight system is proven in one or more settings. The strategies are simply applied in new and more intense ways. The question, then, is not whether this can be replicated in other Ohio districts, because we know it can. The real question is, "Can the strategies employed in this proposal provide the State of Ohio with the evidence it needs to dramatically alter the way it resources and "does" education?" Dayton Public Schools proposes a five-year study, in addition to the evaluation, designed to answer that very question. DPS is interested in using resources from this proposal to implement a follow-up study similar to the 2008 Augenblick and Palaich study for KnowledgeWorks Foundation, "A Cost / Benefit Analysis of Early College High Schools in Ohio." Emphasis in this study will be placed more on the cost and its long-term implications for the P-16 system, than on long-term return on investment. Overarching questions: \* What is the cost of earning a high school diploma and completing a two-year degree/career credential for students in these three schools vs. students from traditional high schools? (including sources of revenue and breakout of expenses for K-12, higher ed, students, families, other?) \* Do we see any changes in costs/revenue sources/types of expenditures? \*Would there be a further cost savings if we could formally eliminate the financial silos between 9-12 and higher education systems? If so, what would that look like and what would the factors be that trigger the savings? As we look at outcomes with the target population, can we make any statements about the value of the lightweight, agile learning environments described in this proposal in light of: \* Today's discussion of earning credentials that provide key skills, but do not provide a two-year or four-year degree \* The growing emphasis on degree completion \* The growing minority population in Ohio and the nation as a whole \* The concentrations of poverty in urban settings A total of \$75,000 has been added to this proposal to complete such a study by 2019-20.

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

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

I agree, on behalf of this applicant, to abide by all assurances outlined in the Straight A Assurances. Lori L Ward, Superintendent Dayton, Public Schools



Consortium

Dayton City (043844) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Sharon	Goins	(937) 542-6754	sgoins@dps.k12.oh.us	Thurgood Marshall High School	006841	4447 Hoover Ave, Dayton, OH, 45417-1117	
Traci	Davis	(937) 542-7112	tddavis@dps.k12.oh.us	Meadowdale High School	023986	3873 Whitestone Ct, Dayton, OH, 45416-2260	
Melanie	Walter	(937) 542-6460	mwalter@dps.k12.oh.us	Belmont High School	002303	2615 Wayne Ave, Dayton, OH, 45420-1833	

## Partnerships

Dayton City (043844) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tom	Hissong	(937) 890-7360	aacf2@gemair.com	Aullwood Audubon Society, A Division of the National Audubon Society		1000 Aullwood Rd., , Dayton, OH, 45414	
Michael	. Gaines	936) 512-3829	michael.gaines5421@sinclair.edu	Sinclair Community College		444 West Third Street, Room 12-331, , Dayton, OH, 45402	
Annmarie	Thurnquist	(937) 228-1225	annmarie.thurnquist@danis.com	Danis		3233 Newmark Dr., , Miamisburg, OH , 45342	
Mary	Faulkner	(937) 333-3600	mary.faulker@daytonohio.gov	City of Dayton, Office of Economic Development		101 West Third Street, , Dayton, OH, 45401	
Adrian	Taylor	(937) 226-8224	ataylor@dacc.org	Dayton Area Chamber of Commerce		22 E. Fifth, Suite 200, , Dayton, Oh, 45402	
Jim	Rowley	937) 225-4598	jim.rowley@mcesc.org	Dayton Regional STEM Center		200 South Keowee St., , Dayton, Oh, 45402	
Harold	Brown	Phone: (513) 824-6010	brownh@edworkspartners.org	EDWorks, A Subsidiary of KnowledgeWorks		One West Fourth Street, Suite 200, , Dayton, Oh, 45402	

Implementation Team

Dayton City (043844) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Traci	Davis	curriculum specialist	Dr. Traci Davis, is a curriculum specialist for the Dayton Public Schools. As the district's on-the -ground coordinator of the work described in this proposal, She is the "glue that holds the initiative together for the district." She is a National Board Certified Teacher who earned her PHD in Educational Leadership and Instruction from Miami University in Oxford, Ohio. She holds a Master's in Education from the University of Dayton, and a Bachelor of Business Administration from Ohio University in Athens, Ohio. She has been employed with Dayton Public Schools for 16 years. Prior to entering education she was a branch manager with National City Bank. Dr. Davis currently serves as a Curriculum, Instruction and Assessment Specialist for Dayton Public Schools focused on 7-12 English Language Arts. As the district's on-the -ground coordinator of the work described in this proposal, She is the "glue that holds the initiative together for the district." She is a National Board Certified Teacher who earned her PHD in Educational Leadership and Instruction from Miami University in Oxford, Ohio. She holds a Master's in Education from the University of Dayton, and a Bachelor of Business Administration from Ohio University in Athens, Ohio. She has been employed with Dayton Public Schools for 16 years. Prior to entering education she was a branch manager with National City Bank. Dr. Davis currently serves as a Curriculum, Instruction and Assessment Specialist for Dayton Public Schools focused on 7-12 English Language	As the district's on-the -ground coordinator of the work described in this proposal, She is the "glue that holds the initiative together for the district." She is a National Board Certified Teacher who earned her PHD in Educational Leadership and Instruction from Miami University in Oxford, Ohio. She holds a Master's in Education from the University of Dayton, and a Bachelor of Business Administration from Ohio University in Athens, Ohio. She has been employed with Dayton Public Schools for 16 years. Prior to entering education she was a branch manager with National City Bank. Dr. Davis currently serves as a Curriculum, Instruction and Assessment Specialist for Dayton Public Schools focused on 7-12 English Language Arts.	As the district's on-the -ground coordinator of the work described in this proposal, She is the "glue that holds the initiative together for the district." She is a National Board Certified Teacher who earned her PHD in Educational Leadership and Instruction from Miami University in Oxford, Ohio. She holds a Master's in Education from the University of Dayton, and a Bachelor of Business Administration from Ohio University in Athens, Ohio. She has been employed with Dayton Public Schools for 16 years. Prior to entering education she was a branch manager with National City Bank. Dr. Davis currently serves as a Curriculum, Instruction and Assessment Specialist for Dayton Public Schools focused on 7-12 English Language	
Amy	Ochander	Lead Technical Assistance Coach, EDWorks	Amy Ochander, Lead Technical Assistance Coach, EDWorks. Amy comes to EDWorks with several years of experience as a leader in public education and experience in the development of STEM public/private partnerships. Amy has helped develop a ninth grade transition program for academically at-risk students, establish International Baccalaureate programs in the Midland, Michigan School District and create Delta High School - an EDWorks school in Washington State and creation of the Washington State STEM Education Foundation. Amy helped develop a public/private partnership in the Tri-Cities of Washington to open Delta High School -	. Amy comes to EDWorks with several years of experience as a leader in public education and experience in the development of STEM public/private partnerships. Amy has helped develop a ninth grade transition program for academically at-risk students, establish International Baccalaureate programs in the Midland, Michigan	. As an EDWorks coach, Amy has guided STEM and transformation efforts in Detroit, Dayton and Birmingham. A Subsidiary of nationally-recognized school innovation organization, KnowledgeWorks, EDWorks Leadership Team managed more than \$100 million in grant funds from the Bill & Melinda Gates Foundation, the State of Ohio and other nonprofit groups to create nine Early College High Schools in Ohio and redesign low performing high schools in 13 Ohio districts. EDWorks was also chosen by the State	

		<p>a STEM-focused high school for the Kennewick, Pasco and Richland School Districts. As an EDWorks coach, Amy has guided STEM and transformation efforts in Detroit, Dayton and Birmingham. A Subsidiary of nationally-recognized school innovation organization, KnowledgeWorks, EDWorks Leadership Team managed more than \$100 million in grant funds from the Bill &amp; Melinda Gates Foundation, the State of Ohio and other nonprofit groups to create nine Early College High Schools in Ohio and redesign low performing high schools in 13 Ohio districts. EDWorks was also chosen by the State University of New York and the State Department of Education in New York to create and support a network of 23 Smart Scholar early college high schools in that state. Members of the EDWorks Technical Assistance Team have an average of 20 years of experience in the design and implementation of innovative schools. They are experienced administrators and National Board Certified Teachers, who are masters of adult professional learning. Members of the EDWorks Technical Assistance Team have facilitated the design of innovative schools in Ohio, Maryland, Michigan, New York, Tennessee, Washington and are launching new efforts in Alabama and Delaware. Amy will lead the efforts of a six-person team of leadership and instructional coaches for this initiative.</p>	<p>School District and create Delta High School - an EDWorks school in Washington State and creation of the Washington State STEM Education Foundation. Amy helped develop a public/private partnership in the Tri-Cities of Washington to open Delta High School - a STEM-focused high school for the Kennewick, Pasco and Richland School Districts</p>	<p>University of New York and the State Department of Education in New York to create and support a network of 23 Smart Scholar early college high schools in that state. Members of the EDWorks Technical Assistance Team have an average of 20 years of experience in the design and implementation of innovative schools. They are experienced administrators and National Board Certified Teachers, who are masters of adult professional learning. Members of the EDWorks Technical Assistance Team have facilitated the design of innovative schools in Ohio, Maryland, Michigan, New York, Tennessee, Washington and are launching new efforts in Alabama and Delaware. Amy will lead the efforts of a six-person team of leadership and instructional coaches for this initiative.</p>	
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