

Budget

ESC of Lake Erie West (048199) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (140)

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		0.00	0.00	288,893.20	0.00	25,000.00	0.00	313,893.20
Support Services		23,386.74	3,613.26	28,862.50	0.00	0.00	0.00	55,862.50
Governance/Admin		4,643.96	1,356.04	41,100.00	0.00	0.00	0.00	47,100.00
Prof Development		0.00	0.00	120,000.00	0.00	0.00	0.00	120,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		28,030.70	4,969.30	478,855.70	0.00	25,000.00	0.00	536,855.70
Adjusted Allocation								0.00
Remaining								-536,855.70

Application

ESC of Lake Erie West (048199) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (140)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Innovate, Instruct, Inspire in the Middle: Connected Classrooms and Digital Resources

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

A consortium of five northwest Ohio districts and an ESC, in collaboration with a university and technology integration partner, will produce digital content collections for 6th - 8th grade core content courses replacing traditional textbooks in order to provide a catalyst for creating classroom environments that model the best practices in 21st century teaching and learning while increasing student achievement and reducing textbook expenditures. Aligned with Ohio's New Learning Standards and supported by robust professional development grounded in scientifically based research, blended learning instructional units will be developed collaboratively by teachers in consultation with content and instructional design experts in order to provide rigorous and engaging resources for core content instruction. Internal and external formative evaluation will guide the project to ensure project elements and procedures align with intended goals and provide ongoing feedback to all partner districts allowing the consortium to adjust the project based on emerging needs.

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.

3721 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 checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Sandra, Frisch

Organizational name of lead applicant
Educational Service Center of Lake Erie West

Address of lead applicant
2275 Collingwood Blvd, Toledo, Ohio 43620

Phone Number of lead applicant
419-246-3078

Email Address of lead applicant
sfrisch@eslakeeriewest.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

The challenges facing teachers are many: learning new content, writing lesson plans that will captivate 21st century learners, mastering the fine art of lesson delivery, and preparing students for careers that have not yet been invented. Add to that list the addition of sifting through digital resources that may or may not meet the rigor of the new learning standards, and teachers face overwhelming obstacles to providing rigorous, relevant and yet engaging learning experiences. Textbooks can be immovable anchors as academic content shifts to new learning standards. Hard copy books do not provide students with timely, relevant information, nor do they leverage the power of dynamic, engaging resources necessary for students to achieve college and career readiness. New digital textbooks provide a set of fiscal obstacles as districts cannot sustain the costs associated with maintaining the annual licenses. Competencies students need to meet the rigor of the Common Core and the demands of the Next Generation Assessments, such as critical thinking, analyzing and synthesizing, cannot be provided via traditional textbooks. Middle school students lack early experiences--in digital learning, career exploration, community service--that can put them on the right trajectory for success after high school. As a result, students are graduating ill-prepared for career or college. Middle school teachers in participating districts tend to be isolated, often with just one (or no) other teacher with which to collaborate. Although there is an existing structure for teachers to meet twice a year for half of a day, and teachers rave about these opportunities, the meetings are too infrequent and too short to establish meaningful professional learning networks or significant deliverables. In this region, many good practices exist in isolation but are within silos due to a lack of professional networking and the limits of individual districts' resources.

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

Transformative...this project seeks nothing less than this type of change within the partnering middle schools. The classrooms will be media-rich and inviting, the teachers will teach to engage and inspire, and the students will learn in innovative and authentic ways. Ultimately, we want students to flourish in the middle grades and enter high school more informed and savvy about career options and well on their way to achieving their educational and professional goals. A consortium of teachers and project leaders from five northwest Ohio districts and an ESC, with strong university and instructional technology partners, will produce digital content collections for grades 6-8 core academic subjects to: replace traditional hard copy texts; serve as a catalyst for creating classroom environments that utilize problem-based learning and other best practices of 21st century teaching, and increase resources for student career and service-learning experiences. The digital repository will include a mix of media, engaging strategies, and CCSS aligned units that promote cognitively complex tasks and assessments. This content, combined with a non-platform specific delivery system and research-based instructional strategies, will result in spending reductions while increasing student achievement and building capacity for districts to provide creative learning options that change how students experience curriculum. A dynamic, digital collection of exemplar instructional units that integrate the tools students will need for success on Next Generation Assessments will be developed throughout the school year by all core area teachers and augmented during the summer by writing teams of teachers from each district. Teachers will be guided by Instructional Design Consultants versed in online design to assure exemplar units are: selected and compiled using proven, effective techniques; based upon current research and learning theory; and adhere to copyright requirements. Units will serve as a type of electronic book but are not limiting like the static text and pictures found in traditional textbooks. Teachers will utilize some purchased digital content from high quality sources (produced by online content publishers, online course providers, higher ed, etc.) to serve as the foundation for creating the electronic units. This content will be gathered, combined and artfully infused with the ever-growing interactive components of the web (e.g. social media, video, podcasts, interactive demonstrations, online assessment creators, presentation and annotation tools). Creation of the exemplar units will greatly increase the amount of classroom resources available for teaching and learning. This, in turn, will create critical change in how lessons are designed and how content is delivered to students. With the myriad of resources made available, teachers will be able to craft learning opportunities that support differentiated process, product and content. Technology integration enhanced with experiences in problem-based learning will contextualize learning by expanding beyond the classroom and connecting concepts to careers and community service. This is a model that will be fully embedded into the districts' ongoing efforts to enhance lesson design. These connected classrooms will allow teachers to share their collective experiences and knowledge for the greater good--student achievement now and for a lifetime. Formative evaluation will play a key role in guiding the project to ensure elements and procedures align with intended goals. Evaluation will provide ongoing feedback and allow the consortium to adjust the project based on emerging needs. The Grant Governance Board, made up of district and ESC superintendents, will also solicit feedback from teachers as well as monitor findings during the evaluation process.

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 grant are focused on lasting and meaningful impact--increasing student achievement and producing short and long term financial savings. Both activities of this grant, professional development which will be sustained through internal capacity building and the creation of digital content collections, align to the goals and will result in a high probability of success. Professional Development (PD) Engaged students have more academic success. ALL core area teachers will experience PD that will provide structure, support, and purpose so that they can create deep, motivating experiences for all learners. PD will be job embedded and systemic across all consortium 6-8 grade core classrooms. All core area teachers will meet quarterly for high-quality blended learning professional development provided by ITSCO (Instructional Technology Services of Central Ohio). Teachers will learn to artfully combine what they know about best teaching practices with a rich repository of digital curricular resources in order to craft dynamic digital content that aligns with the Common Core standards and ultimately produces college and career ready students. PD will support all teachers with training in the development and implementation of digital resources into the Common Core curriculum, provide opportunities for staff to collaboratively develop highly engaging instructional units infused with elements of problem-based learning and career and service learning experiences for students, and establish a forum to problem solve and adjust strategies as the project grows and impacts additional staff and students. Districts have pledged to focus all PD for the 2014-15 school year around this important work, so that teachers are supported with enough time, understanding, and resources to produce innovative and inspirational learning experiences. Digital Content Collections As staff are engaged in this project, they will be developing exemplar units and collections of content that incorporate engaging digital resources that can motivate students to intellectually reach the levels of rigor in Ohio's New Learning Standards. Educators will have the opportunity to develop these units collaboratively, use the ideas and units within their classroom settings, continue to perfect and come together to problem solve, and develop additional units that can be used in the future by all educators. The digital content collections will also provide teaching environments that will have a positive impact on student achievement, produce students who are prepared to make contributions in a global world, utilize our resources as a collaborative group of educators, meet the needs of a diverse student population, and expose all instructional staff to new research based effective teaching strategies.

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.)

The goals of this grant are focused on lasting and meaningful impact--increasing student achievement and producing short and long term financial savings. Both activities of this grant, professional development which will be sustained through internal capacity building and the creation of digital content collections, align to the goals and will result in a high probability of success. With the creation of digitally powerful content collections, participating districts will experience a \$1.48 million dollar reduction in textbook purchases, in addition to the materials and implementation support that textbook purchases typically require (shipping, consumables, repair/maintenance of textbooks). The FY16-20 spending reductions per district are as follows: Bowling Green - \$277,600 Maumee: \$207,600 Otsego: \$156,800 Perrysburg: \$466,000 Springfield: \$380,400 There are some costs required to sustain the grant efforts across FY16-20. The total recurring costs will be required to maintain and sustaining the project beyond the duration of the grant are \$223,490. Total cost per district FY16-20 -Bowling Green - \$42890 - Maumee - \$32385 -Otsego - \$26,035 -Perrysburg - \$66,440 -Springfield - \$55,740 Overall saving from the grant will be substantial. Districts will realize a collective cost savings of \$1.26 million. Total savings per district FY16-20 Bowling Green - five year savings \$234,710 Maumee - five year savings \$175,215 Otsego - five year savings \$130,765 Perrysburg - five year savings \$399,560 Springfield- five year savings \$324,660

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.

As an Educational Service Center, our organization does not receive a local report card. Beyond FY15, the ESC has no cost savings or reduction, as the ESC only provides support for grant facilitation during FY15.

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.

536,855.70 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of the project is \$536,855.70 which averages out to about \$107,370 for each of the five participating northwest Ohio school districts. The budget items are listed below, are attached in the Financial Impact Template, and will be briefly explained here: Instruction Total: \$ 313,893.20 -Substitute costs - (149 teachers at \$115.44 per day times 4 days = \$68,808.02) All content area teachers across consortium districts will meet 4 times during year 1 -Summer Writing Team Teacher Stipends (52 teachers (4-5 teachers per course) @ \$2500 per teacher + payroll taxes = \$150,085) to compensate teachers for summer writing team responsibilities; curriculum writing (unit lessons, resources) estimated to require at least 60 hours -Supplemental Digital Content - (\$70,000, \$18 per student) licensing fees, subscription fees, etc. to acquire copyrighted digital content that will be utilized in the design of the digital units copyrighted materials and use of online activities (interactives, assessments, etc.) produced by online course developers, digital textbook companies, etc. -Capital Outlay (\$25,000) - Costs related to the development and housing of digital resources such as hosting & maintenance services, start up costs, servers, etc. Support Services Total: \$55,862.50 -District Project Managers (1 per district @ \$5000 per + payroll taxes = \$28,862.50) - each district will identify an individual to oversee grant project activities at the district level to ensure fluid communication, alignment with project goals/outcomes, serve as "front line" support for teachers and regulate timely implementation of project activities. District Project Managers report directly to the Grant Governance Board (the districts and ESC superintendents). -ESC Consultant and Clerical assistance (\$23,386.74 + payroll taxes = 27,000) - During year 1, the ESC of Lake Erie West will dedicate up to 60 days of consultant time and up to 300 hours of clerical assistance to support the Project Managers and Project Facilitator. Supported activities include: creation and adherence to timelines and deliverables, scheduling and meeting coordination and facilitation, online production, and communication. Consultant reports to Project Facilitator. Governance/Admin Total: \$47,100 -Project Facilitator (4643.96 + payroll taxes + \$600 travel = 6,600) - During year 1, the ESC of Lake Erie West will provide project facilitation services, specifically meeting coordination and facilitation, PD guidance and facilitation, and communication. Project Facilitator reports to District Project Managers and Grant Governance Board -Evaluation (\$40,500) - Contracted services with Center of Assessment & Evaluation Services at Bowling Green State University Professional Development Total: \$120,000 - Professional Development (\$120,000) - Costs incurred for development and facilitation of PD on topics that will assist in successful creation and utilization of digital content - teaching, learning, and technology (i.e., PBL and Service Learning design, formative assessment, strategies for blended learning, finding quality digital content, web tools for rigor and relevance, and tech skills for curation); will work face to face with teachers as they begin developing high quality units that meet Core Standards and 21st Century Skills.

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 FY16-20, the total recurring costs will be required to maintain and sustaining the project beyond the duration of the grant are \$223,490. These are detailed in the Financial Impact Table and further explained here. Total cost per district FY16-20 -Bowling Green - \$42890 -Maumee - \$32385 -Otsego - \$26,035 -Perrysburg - \$66,440 -Springfield - \$55,740 FY16 Total: \$102,192 The costs for FY16 are more than FY17-20, as districts will continue to support the grant efforts with project management and stipends for teacher writing teams during FY16. Revision/Enhancement Writing Teams - 4 teams (1 team per subject area) 18 teachers at \$1500 + payroll taxes = \$31,590 -The revision and enhancements that these teams will do to the units will be based on the evaluation provided by BGSU as well as teacher and student feedback after the first round of implementation. After FY16, these revisions and enhancements will occur fluidly within the online portal as teachers are able to comment and revise at will. -3 teachers from both Maumee and Otsego (our two smaller districts) cost- \$5265

each district -4 teachers from both Bowling Green, Perrysburg, and Springfield cost- \$7020 each district District Project Manager - \$1,000 + payroll taxes per district = \$5850 -Each district will provide an annual stipend for a project manager. The duties for FY 16 will be greatly reduced as compared to FY 15. The project manager will provide supports to teachers in their respective buildings. The PM will also act as a liaison to the consortium. -After FY16, teachers will be the owners of these lessons and will communicate within established professional learning networks. Licensed Digital Content - \$37,210 total-\$10 per student -As the digital repository grows, the consortium will also expand its digital licenses for specific content. -Bowling Green - \$6940 -Maumee - \$5190 -Otsego - \$3920 -Perrysburg - \$11650 -Springfield - \$9510 FY 17-20 Total: \$37,210 per year = \$148,840 Licensed Digital Content - \$37,210 per year - \$10 per student -As the digital repository grows, the consortium will continue the support for its digital licenses for specific content. The consortium has concluded that a lending library could further reduce costs and are actively seeking the most cost effective methods to share licensed digital content such as exemplar texts outlined in CCSS. The consortium is exploring digital content through Ohio's library systems and other means. -Bowling Green - \$6940 -Maumee - \$5190 -Otsego - \$3920 -Perrysburg - \$11650 -Springfield - \$9510

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.

1,264,910.00 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

Each consortium member will realize substantial savings through project implementation. Savings are realized through forecast of future textbook purchases over the next five years. Taking into account grant funded categories, schools will realize savings as follows: Bowling Green - five year savings \$234,710 694 Students impacted annually to realize savings of \$40,390 in FY16 and \$48,580 during FY17-20 Maumee - five year savings \$175,215 519 Students impacted annually to realize savings of \$29,895 in FY16 and \$36,330 during FY17-20 Otsego - five year savings \$130,765 392 Students impacted annually to realize savings of \$21,005 in FY16 and \$27,440 during FY17-20 Perrysburg - five year savings \$399,560 1165 Students impacted annually to realize savings of \$73,360 in FY16 and \$81,550 during FY17-20 Springfield- five year savings \$324,660 951 Students impacted annually to realize savings of \$58,380 in FY16 and \$66,570 during FY17-20

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.

Sustainability is demonstrated in the continued utilization of several project elements that were created with initial Straight A Funds, including: -ITSCO will convert the professional development into online modules, in order to provide newly hired teachers with the necessary skills and knowledge to join in the development of exemplar digital units. A train-the-trainer model will have initial teacher teams mentoring newly added teachers as well. -The online housing system/repository has been established and will be used for housing additional digital content and exemplar units; -As the digital repository grows, the consortium will continue the support for its digital licenses for specific content. The consortium has concluded that a lending library could further reduce costs and are actively seeking the most cost effective methods to share licensed digital content such as exemplar texts outlined in CCSS. The consortium is exploring digital content through Ohio's library systems and other means. -The findings from the project evaluation will allow the consortium to modify and adapt process, procedures and design so that future digital content development is based upon "lessons learned". These revisions and enhancements will occur fluidly within the online portal as teachers are able to comment and revise at will through established communication loops via professional learning networks.

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 Summer 2014

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

Key research and development topics are detailed below: PD The District Project Managers, through extensive planning for a Straight A Round 1 grant, have a common vision for the goals of this project. ITSCO is the chosen PD partner and has created PD for all ELA, Math, Science and Social Studies teachers to experience during the Implementation phase. The PD will support teachers as they create dynamic, student-centered experiences that foster collaboration, discovery and self-directed learning through a system of research-based best practices. Digital Content Collection The digital content collection will be housed within a non-platform specific, open source content management system. The District Project Managers will research various options for online resource housing, collaboratively decide upon the system, and design a user-friendly interface. The Professional Developers will prepare training materials for teachers so that they are able to add resources easily to the online collection. Communication Throughout the Planning phase, the District Project Managers and Project Facilitator will form feedback loops to share process and progress with each districts' teachers, administrators, school boards and community. Throughout the grant, draft communication templates will be crafted for each school to use to communicate work with the public, parents, teachers and other district staff.

* Anticipated barriers to successful completion of the planning phase

Potential Barriers & Mitigation Strategies With notification coming in July, there will be a quick turn around from grant award to implementation. Also, mid-July many administrators are on vacation. Because this consortium has worked with ITSCO on a similar design during a round one grant, existing relationships and a shared vision will greatly simplify the startup. Communication to teachers who will be involved will be very important. To mitigate this potential barrier to teacher understanding and engagement in the process, the Project Management Team will send out clear, concise and motivating information for principals to share with staff, in particular during beginning of the year meetings.

18. Implementation - Process to achieve project goals

* Date Range Phase 1 2014-15 school year; Phase 2 Summer 2015

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

Phase 1: PD & Unit Development-All Teachers PD: Project Kickoff: Sept 2014 -Admins & teachers gather to celebrate the beginning of an exciting year of high quality professional learning & design opportunities. Quarterly PD Workshops: Oct, Jan, Mar, May -Cohorts of ELA, Math, Science and Social Studies teachers will meet together 4X during the year with ITSCO consultants. These Professional Learning Networks will experience high quality PD in: PBL & Service Learning, blended learning design, quality digital content, web tools for rigor & relevance, and tech skills for curation. Practice & Production Time -In between Quarterly PD, teachers will put into practice what they've learned by creating blended learning experiences. Districts will support teachers w/ creation & collaboration time through late starts, district PD days, & team and/or content area planning time within existing schedules. Connected Classrooms Colloquium: May 2015 -The final PD Workshop will be a digital showcase of produced units. Subject/grade level groups will also task out the topics/concepts that still need to be written into units. Communication: Project Managers will raise awareness and appreciation grant work. Evaluation: BGSU will monitor quality of the content of the developed units throughout the school year by attending the Quarterly PD Workshops, examining and providing feedback on the units. Personnel: Project Managers will create a job description for summer writing teams. Districts select teacher leaders to participate on writing teams. Phase 2: Summer Writing Summer Writing: During open lab time with ITSCO designers, teacher leader teams will use up to 60 hours to revise and enhance units. Communication: Project managers will be responsible for developing understanding and generating support for implementation of units. Evaluation: BGSU will monitor and provide feedback on the quality of the content of the developed units throughout the summer.

* Anticipated barriers to successful completion of the implementation phase.

Implementation: Potential Barriers & Mitigation Strategies -Lower than expected participation in professional development sessions or online resource development. The summer stipend and district-level support and buy-in will be essential to keep teachers engaged and focused on project completion for teacher and student benefit. Professional Developers will create model lessons and demonstrate effective teaching and assessment practices within their professional development sessions.

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

* Date Range Summer 2014-July 2018

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

Summer 2014 - Develop digital curriculum evaluation criteria based upon PD content. - Develop teacher survey on blended learning pedagogy and attitudes. September-October 2014 - Participate in Leadership Retreat and Project Kickoff. - Collect the student (Grades 6-8)

baseline OAA data from each district. - Administer teacher pre survey and analyze results. - Present digital curriculum evaluation criteria to teachers at Quarterly PD Workshop. January 2015 - Attend Quarterly PD Workshop; provide feedback to curriculum development teams. - Write Formative Report and present to project administrators. March 2015 - Attend Quarterly PD Workshop; provide feedback to curriculum development teams. May 2015 - Administer teacher post survey. - Attend Connected Classrooms Colloquium. - Conduct evaluation of digital units; provide final feedback to teachers. June-July 2015 - Analyze survey and unit evaluation data. - Collect the student (Grades 6-8) OAA data from each district. - Write Year One Final Report and present to project administrators. August-September 2015, 2016, 2017, 2018 - Collect the student (Grades 6-8) OAA data from each district. May 2016, 2017, 2018 - Document implementation of digital units. June-July 2016, 2017, 2018 - Write Annual Report and present to project administrators. Communication: During the evaluation phase of the grant, project managers will be responsible for communicating strengths and areas for improvement to the teachers and administrators. Syntheses of their findings will be crafted for each school to use to communicate findings with the public, parents, teachers and other district staff. This communication will also extend to sharing processes with other Ohio school districts through social media, face to face meetings, and conference presentations.

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

The main barriers for completing the summative evaluation are the number of participating districts and grade levels. Each district will designate an evaluation coordinator to better facilitate the process of data collection. CAES staff will attend all core grant meetings and complete regular phone meetings with project director to streamline communication and collaboration process for the evaluation.

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:

We expect transformed classrooms, teachers, and students. Learning will occur in media-rich and inviting spaces, with lessons that are student centered, innovatively engaging, and focused on college and career readiness. Utilizing pedagogy and design strategies gained through the project's professional development components, instruction will be responsive to diverse student needs and model habits of excellent teaching. Creation of the exemplar PBL Units will greatly increase the amount of classroom resources available for teaching and learning. This, in turn, will create critical change in how lessons are designed and how content is delivered to students. With the myriad of resources made available, teachers will be able to craft learning opportunities that support differentiated process, product and content. Technology integration coupled with problem based learning experiences will contextualize learning by expanding beyond the classroom and connecting concepts to careers and community service. This is a model that will be fully embedded into the districts' ongoing efforts to enhance lesson design. Overall, classroom teaching and learning practices will move from dependence on hardbound texts to student-centered strategies that will enhance the readiness of students for the real world that awaits them. Collaboration across districts is the key to successfully achieving the aforementioned as a single district would struggle to provide such a comprehensive, targeted effort that reduces spending and broadens learning for students. Educators will connect their classrooms to the world through the design and delivery of the PD and the collaborative nature of this project. Professional Learning Networks will be created to not only scaffold support for teachers but also to generate a more robust, cross-curricular collection of content resources for student learning. It is through this partnership and the sharing of resources, expertise and practices that the project will afford districts a successful model that exemplifies the tenets of 21st century learning.

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.

With reliable research, a strong plan aimed at spending reductions and cost saving, and a proven track record of successful collaboration, the probability of success with this endeavor is high. Student-centered, digitally powerful experiences will result in increased levels of engagement, motivation and ultimately student achievement. For this project, teachers will develop deep learning experiences so that all students have differentiated opportunities to add to their factual knowledge and apply what they know to engaging, real-world situations. This type of instruction is shown to be more effective than traditional instruction for long-term retention, skill development, and satisfaction of students and teachers. (Strobel, J., & van Barneveld, A.) According to research, students who are engaged in deeper learning experiences are more motivated and therefore take ownership of their learning, which results in higher performance. (Learning, Expeditionary; Means et al) Research shows higher gains in student achievement across all four core content areas in a blended learning environment. Several meta-analyses show that through blended learning experiences students learn to think critically and apply what they have learned to a greater degree than when taught in a traditional face to face classroom. (Means et al; Marzano & Heflebower) The spending reduction is calculated at roughly \$1.48 for the consortium, and the cost savings are assured as well. Collaborative endeavors are not new to these districts. Teachers from all of these districts recently worked together on a large scale Student Learning Objectives (SLO) Writing Project. The cooperation and collective will of the local districts and educational service center resulted in over 125 SLOs and assessments that are now hosted in an

online repository. These districts are also collaborating on a similar large scale round one Straight A grant, NWOi3, for student achievement and cost savings in the high school. Means, Barbara, et al. (2010). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Marzano, Robert J., & Heflebower, Tammy (2012). Teaching & Assessing 21st Century Skills. The Classroom Strategies Series. Marzano Research Laboratory. Bloomington, IN Moersch, Christopher. (2011). "Digital Age Best Practices: Teaching and Learning Refocused." Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. The Interdisciplinary Journal of Problem-Based Learning, 3(1).

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.

The Center of Assessment and Evaluation Services (CAES) at Bowling Green State University will serve as the external evaluator of this project. CAES will utilize a team of researchers. Dr. Rachel Vannatta Reinhart will serve as the lead evaluator of this project, coordinating all evaluation activities and reports.

* 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).

CAES will implement a five-year mixed plan to evaluate the objectives and outcomes of the proposed program. Although the majority of evaluation activities will occur during Year 1, CAES will also continue to assess digital units created during Year 2. - Implement professional development program on blended/online learning environments and digital content development from middle school teachers. - Increase teacher knowledge and pedagogy in blended/online learning environments and digital content development. - Create digital repository. - Create high quality digital instructional units for middle grades core content areas (ELA, math, social studies, and science) that are aligned with state standards and blended/online instructional guidelines. Long-term Objectives include: - Utilize and implement digital instructional units. - Increase OAA (and then PARCC) scores. - Increase blended learning opportunities for students. The following types of data will be collected and analyzed to measure program objectives. - Pre/post survey data will evaluate: - Assessment of digital curricular units will evaluate the quality of units and fulfillment of state standards and blended/online instructional guidelines. - District data will evaluate: o Technology and Blended Learning Implementation and Effectiveness (use, pedagogy, attitudes, and impact. Participants include teachers and students. o Teacher participation in PD. o Number and type of digital instructional units developed. o Number and type of digital instructional units implemented. o Student achievement gains in OAA scores.

* 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.

CAES will submit a Formative Evaluation Report in January 2015 to Project leaders. This report will summarize initial planning and implementation activities and pre survey results. Based upon these results, Consortium districts may modify program plans. Such modifications may include: increasing professional development and/or support for participating teachers, adjusting professional development content, increasing technology.

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.

This project will create scalable foundational core curriculum model resources for ELA, math, science and social studies providing participating districts with an easily replicable infrastructure that can be implemented with other grade levels and subject areas in subsequent years. The project will result in: -Significant financial savings for districts with the reduction in textbook purchases. -Creation of an online infrastructure that will allow for continuous growth to adapt to curricular needs and emerging trends. -A transformation in pedagogy through an unprecedented learning and sharing not just within a district but among a region of participants who build a lasting professional learning network that expands beyond just the individual districts -Job embedded and extended Professional development that is sustainable through the capacity building of teachers as content experts and leaders -Process change through the shattering of silos that has traditionally framed curriculum work. Planning and implementation of designing grade/subject specific digital units will be established as a community practice over an individual exercise. -Evaluation will be completed, with findings informing the successful expansion of the project into other grade levels and subject areas. Project goals, outcomes, scope and timeline are intimately aligned and project activities have been carefully crafted to ensure successful attainment of goals. Accountability structures will be put in place by the Project Management Team and Grant Governance Board to maintain focus and alleviate barriers. The entire project team will revise and adapt based on formative evaluation findings. Leadership of effort has been demonstrated by all districts with initial investments in network infrastructure and teacher training on technology integration as well as mobile devices (districts have partial 1to1 programs or netbook carts or iPads or other internet-ready devices). Straight A Funds will allow the consortium to take critical next steps to provide ALL students with expanded rigorous, peer-reviewed and research tested digital learning opportunities necessary for success in a modern, global society.

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

Short-term Benchmarks (evaluation period: September 2014 - July 2015) -Increase in teacher preparedness to teach in a blended learning environment (proficiency and attitudes) among participating teachers (significant increase pre/post $p < .05$) -Increase in frequency of use of blended instructional tools (significant increase pre/post $p < .05$) -Creation of at least four high quality digital instructional units for each grade and core content area (ELA, math, social studies, and science). -Quality rating of digital content by BGSU content experts (Benchmark - average 90% quality rating) Long-term Benchmarks (evaluation period: August 2015 - July 2019) -Continually add more high quality digital instructional units for each grade and core content area (ELA, math, social studies, and science) -100% of middle grades core content teachers utilize digital resources by 2019 on a daily basis.

* Spending Reduction in the five-year fiscal forecast

Long-term Benchmarks The amount spent on textbooks for grades 6-8 (Baseline will be collected Fall 2014 and will be disaggregated by district) Benchmark: meet cost savings estimates as detailed in Financial Impact Table

* 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

Our consortium plans to support the process across grade levels and subject areas in subsequent years. This innovative grant provides a model that could be instituted across other school consortia and/or districts. The systematic model details the vision, professional development, and process as well as providing information on the necessary infrastructure. It will also provide guidelines for time and effort necessary for various levels of implementation. For example, schools may choose to simply utilize the online repository of exemplar units. The units are a unique, value-add strength of the project and serve as a stand-alone product. Teachers would need time to do an overview of available units and time to explore and plan for classroom level implementation. This could be accomplished during a waiver day or even during planning time. ITSCO, the PD provider for this project, will be creating online modules of the project's professional development. Interested districts across Ohio could have access to these modules through this non-profit state sponsored instructional technology center. If a consortia or large school district wishes to fully implement the model and thus create their own digital-powered, learner-centered experiences, participating teachers will use the illustrative units to provide both a clear vision of end products and a measure of quality to determine success and areas for improvement. Fully implementing districts can replicate the work by recruiting local professional staff who would have the knowledge to implement the systematic model. The time and effort necessary to do the work is considerable, and ultimately dependent on many factors including subject matter and pace of work. A reasonable estimate of time is 20-25 days of dedicated effort. Although the work of unit development requires much more time, the depth of professional learning of participating teachers will pay dividends for many years and countless students.

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 accept. Sandra Frisch, Superintendent, Educational Service Center of Lake Erie West. 4/17/14

Consortium

ESC of Lake Erie West (048199) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Ann	McVey	419-352-3576	amcvey@bgcs.k12.oh.us	Bowling Green City School District	043638	137 Clough St, Bowling Green, OH, 43402-2901	
Adam	Koch	419-823-4381	akoch@otsegoknights.org	Otsego Local	050724	PO Box 290, Tontogany, OH, 43565-0290	
Gregory	Smith	419-893-3200	gsmith@maumeek12.org	Maumee City	044362	716 Askin St, Maumee, OH, 43537-3602	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Amy	Palermo	614-895-4738	www.itsco.org	Instructional Technology Services of Central Ohio (ITSCO)		1900 E Dublin Granville Road, , Columbus, Ohio , 43229	
Dr. Rachel	Vannatta Reinhart	419-372-0451	rvanna@bgsu.edu	Center for Assessment and Evaluation Services		Education 365 , Bowling Green State University, Bowling Green, Ohio, 43402	

Implementation Team

ESC of Lake Erie West (048199) - Lucas 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
Amy	Palermo	Director, Instructional Technology Services of Central Ohio, Inc.	Ms. Palermo will provide oversight and direction for all professional development activities for teacher writing teams and leadership teams. Her company, ITSCO, will train teachers in research-based best practices for project-based learning, digital content development and design, and technology integration practices. Her team will provide face-to-face training session and supports through webinars. Ms. Palermo also provides support to the project management team and to BGSU's evaluators, to align training with project goals and measurable outcomes. ITSCO, will provide comprehensive professional development services. ITSCO is one of eight state-supported, nonprofit Ed Tech Agencies in Ohio. ITSCO will work with the leadership and teachers to provide high quality PD and guidance during the writing and digital resource curation processes.	Ms. Palermo serves Ashland University as an adjunct professor to design, instruct and supervise online courses. She earned her Masters of ARts in Technologies and Instruction and Media and her Bachelor of Arts in English, Minor in Secondary Education. She previously taught middle school English in Dallas and Denton, Texas.	Ms. Palermo develops and administers policies on all ITSCO functions; implements identified action plans, and develops programs to support school programming. Ms. Palermo currently works with the NWOi3 consortium to provide guidance to the consortium schools to identify professional development sessions which will both meet the goals of the grant and to meet teachers at their level - identifying a variety of training sessions so that all teachers are supported throughout the project. Additionally, she works with individual schools to support new initiatives as needed.	
Dr. Rachel	Vannatta Reinhart	Co-Director-Center for Assessment and Evaluation Services	Ms. Reinhart will lead her team at BGSU to develop in conjunction with the Project Managers, appropriate benchmarks to determine project progress. Additionally, her team will work with all project personnel to determine progress monitoring systems and develop summative evaluations. BGSU will complete reports and share with our teams.	Dr. Reinhart earned her Ph.D., in Educational Research and Evaluation Methodologies from the University of North Dakota in 1994. She has authored many publications including, Validating a measure of teacher technology integration. In C. Maddux (Ed.), Research Highlights in Technology and Teacher Education[Vannatta, R. A. & Banister, S. (2009).]	Dr. Reinhart is the Co-Director of the Center of Assessment and Evaluation Services, a BGSU Professor in the School of Educational Foundations, Leadership and Policy and Coordinator for Educational Foundations and Inquiry. Her unique combination of skills and experience in digital learning and program evaluation provides added expertise to our consortium. She currently leads a number of evaluation projects for Straight A Innovation grants including the NWOi3 grant for digital content for 9-12 for this consortium. She and her team have been instrumental in the planning stages to date.	
Michelle	Shafer	Director of the Center for Teaching and Learning at Lake Erie	Michelle will provide guidance to the Project Management Team members including scheduling of meetings, facilitation of meetings and	Michelle has been in education for 21 years, serving as a teacher, district level coach, district curriculum director, Assistant Director of	Michelle has an extensive background in grant implementation as a program manager, coordinator and a co-principal investigator.	

		West ESC	<p>collection of agendas, meeting notes and calendars. She will also provide grant management and facilitation services including aligning project resources. Mrs. Shafer will oversee communication systems for the consortium and will provide oversight for writing teacher teams. The Educational Service Center of Lake Erie West will be the grant lead and will serve as the fiscal agent for the grant. The ESCLEW has a proven record of providing comprehensive fiscal support to outside organizations and community schools. These services include grant management, federal funds management, and a comprehensive package of fiscal services designed to meet organizational needs.</p>	<p>NWO-COSMOS, a Regional Center of Excellence in Science and Mathematics Education, and now as the director of the Center for Teaching and Learning at the ESC of Lake Erie West. Michelle has served on state level curriculum and instruction writing teams, including OSCI (Ohio Science Teacher PD) and the High School Program Model Creation Team. She is a Regional Network Leader, a State Trainer for Mentors participating in the Resident Educator program, and sits on a Next Generation Assessments Rangefinding Committee.</p>	<p>Some of the projects she has been involved in include: Project EXCITE, a PBL (problem based learning) project funded through the National Institute of Environmental Health Science; TAPESTRIES, funded through the National Science Foundation; DREAMS, Math Science Partnership funded through ODE; NWO TEAMS, Math Science Partnership funded through ODE. She currently serves NWOi3 in a Grant Facilitation role. NWOi3 is a Straight A Innovative grant for high school digital curriculum development.</p>	
Kadee	Anstadt	Executive Director of Teaching and Learning for Perrysburg Schools	<p>Kadee will oversee the academic work teams and coordinate professional development with the ISTCO to ensure teachers have the support they need and the goals of the project are implemented with fidelity. Bringing transformational change management experience from both education and a successful private industry career, Mrs. Anstadt has significant experience in facilitating groups through new and innovative process work.</p>	<p>Kadee has been the Executive Director of Teaching in Perrysburg since 2008 and spent several years in the classroom in both Perrysburg and Hudson City Schools. During that time she has facilitated several large grants and led the district through Race to the Top requirements including the adoption of Ohio's New Learning Standards. Her experience in transformational change also include the ARRA Stimulus Grant, Ohio's Early Literacy and Reading Readiness Learning Grant, Expanded Value Added Grant, and several private grants that provide academic support for the children in Perrysburg. Her work in Hudson included leadership training and facilitation with the Weatherhead School of Management at Case Western Reserve University, Kent State University, and The New Teacher Project.</p>	<p>Mrs. Anstadt has an extensive background in transformation and management in private industry and in education. As a teacher, Mrs. Anstadt was awarded several technology grants including a grant that provided 1:1 technology in her classroom in 2000. Her extensive research work with Kent State University Research Center for Educational Technology provided foundational research to teachers and schools considering 1:1 innovation. She has served as an adjunct professor at both Ashland and Kent State Universities. As an administrator, she has led strategic change in the Perrysburg Schools through strategic planning, OIP facilitation, grant management, Race to the Top implementation, and a Performance Based Compensation system for teachers.</p>	
Lori	Rea	Curriculum Director, Otsego Local Schools	<p>Mrs. Rea will serve as Otsego's Project Manger and as liaison between BGSU and the consortium to set appropriate benchmarks, develop sound progress monitoring systems and communicate the final summative evaluation to all consortium members and stakeholders. She will also support all ODE progress monitoring meetings and audits.</p>	<p>Lori has been in education for 18 years, serving as a teacher, coach, and administrator. Prior to entering education, she directed multi-million dollar projects in the United States & Canada as a lead Project Manager in an engineering firm. While with Toledo City Schools, she oversaw School Improvement Grants, served on RtT & the DLT and supported teacher</p>	<p>Mrs. Rea provides the consortium with a strong background in teaching & learning. Lori has an innate ability to make individuals feel comfortable with the process of sharing ideas and developing consensus. She is able to meet personnel at their level of expertise bringing them to a new level as a contributing member of the group. The consortium</p>	

training/data collection. Lori previously helped establish clear progress monitoring and program evaluation guidelines for various programming at Toledo Public and for a current Straight A grant, NWOi3.

believes that her focus on group consensus and buy-in by members is key to this collaboration. Additionally, each consortium member contributes to the overall strength of the consortium plan by providing expertise in one or more of the identified areas.