## Budget

**Gallia-Vinton ESC (125682) - Gallia County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (24)**

### U.S.A.S. Fund #:
**Plus/Minus Sheet (opens new window)**

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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<td>6,595,964.00</td>
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**Adjusted Allocation** 0.00

**Remaining** -12,843,087.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   20/20 Vision

2. **Executive summary:** Please limit your responses to no more than three sentences.
   
   The Gallia-Vinton ESC and member districts are transforming the "old school" practice of teachers as dispensers of knowledge and students as passive receivers in order to improve student achievement. The consortium's 20/20 Vision is a plan to apply evidence-based strategies within an active learning framework to build students' higher order thinking skills. The consortium will integrate technology into the active learning process to provide multiple methods for students to engage with the curriculum while building 21st century college and career readiness competencies.

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

3. **Total Students Impacted:**
   10600

   *This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. **Please indicate which of the following grade levels will be impacted:**

   - Pre-K Special Education
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

5. **Lead applicant primary contact:**

   - First Name, last Name of contact for lead applicant
     Dr. Denise Shockley
   - Organizational name of lead applicant
     Gallia-Vinton Educational Service Center
   - Address of lead applicant
     P.O. 178
   - Phone Number of lead applicant
     740-245-0593
   - Email Address of lead applicant
     90_dshockley@seovec.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.*

7. **Are you partnering with anyone to plan, implement, or evaluate your project?**

   - Select one checkbox below
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

Problem: Transforming "old school" practices to align with the rigor of 21st century expectations for learning. Five member districts of the Gallia-Vinton ESC completed the Ohio Improvement Process to facilitate greater student achievement. Districts created data profiles to identify priorities for increasing achievement. Each developed and implemented an improvement plan. By 2010, each had shown marked improvement and each achieved a rating of "Effective" on the Ohio Report Card. Even with advancement, data indicated a need for each district to take another look at the improvement plans. The districts began collaborating as a consortium to address challenges that continued to persist: literacy rates; meeting the needs of all students, including Students with Disabilities, the economically disadvantaged, and students that excel; and, students graduating as college/career ready. The consortium discussed that students needed to exit school with a different set of skills than in the past. Students must be able to access, analyze, and synthesize information. They are required to think critically, work as individuals or team members, and effectively communicate, as well as master the Common Core and Ohio Revised Standards. The consortium examined their programs in light of the expectations. At the time, knowledge was being transmitted for passive students to absorb. Students lacked consistent access to experiences to meet their unique needs and to develop critical college/career competencies. After analysis of research, districts determined they would renovate the prevailing "old school" practices. Students would become active participants in learning infused in a context of a 21st Century workplace or campus. Teachers would become facilitators of learning and students would master the learning process. By 2020, a walk-through of buildings in the consortium would reveal innovative programs abuzz with the activity of students engaged in meaningful tasks.

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

The consortium named their improvement effort 20/20 Vision to keep the goal for the 2020 School Year within clear sight. The consortium used research in the development of the systematic plan to address the challenges. 20/20 Vision would facilitate students becoming active in the learning process. Teachers would determine students' instructional needs and provide differentiated experiences including blended learning. The students would directly engage with curriculum to construct knowledge and build critical skills for learning. Instructional strategies would be evidence-based and require students to communicate, collaborate, and utilize higher order thinking skills. The districts immersed themselves in the implementation of the 20/20 Vision plan to facilitate students' mastery of the learning process, the Ohio content standards, and 21st Century skills. Districts began professional development featuring Marzano's Classroom Strategies that Work. The instructional strategies identified by Marzano are found to have a profound impact on achievement across all student populations. The strategies provide for differentiation to meet diverse needs and require students' active involvement. Teachers include the strategies frequently. Districts have trained in and are using Formative Instructional Practices (FIP) to meet the needs of all students: Teachers deconstructed the Common Core and Ohio Revised Standards to identify clear learning targets. They use frequent assessments to identify students' needs and guide instruction. And, teachers provide actionable feedback to facilitate students' own understanding of how to improve performance to master learning targets. Teachers design instruction that aligns to the principles of the Universal Design for Learning to address the diverse needs of students: curriculum is represented in a variety of ways, students engage with the curriculum in multiple manners, and students have choices in demonstrating learning. Learning experiences incorporate the upper levels of Bloom's Taxonomy requiring students to complete tasks that demand higher-order thinking. Teacher-Based-Teams and grade-level teams work cooperatively on at least a weekly basis to refine the instructional practices and continually improve the experiences for students. Teaching and learning is changing and the 20/20 Vision is coming into focus. Districts have reached a pivotal point in the development of the 20/20 Vision. With most teachers having little more than a white board, markers, and texts, and most students armed with only pencils, tablets, and a few computers, 20/20 Vision cannot reach the breadth and depth imagined. Districts lack technology which limits access to real-time assessments for swift intervention and instructional direction. Having limited technology reduces options for representing curriculum. Technology scarcity impacts how students can engage in learning and restricts capacities for students to demonstrate knowledge. Blended learning, including web-based activities and participation in dual enrollment and credit recovery, is impeded. And, the classrooms in no way resemble the technology-rich environments of modern workplaces and college campuses, environments in which students should be able to work with fluency. The districts are excited about the robust changes that have taken place and are determined to maximize the opportunities for students' benefit. Districts intend to acquire the power of technology to bring the 20/20 Vision to optimum scale. The Straight A grant will provide resources to intensify the transformation that is currently in progress in the educational programs.

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.)

20/20 Vision is being implemented in the K-12 program in all subject areas. Teachers are spending less time transmitting information and more time facilitating deep learning for students. Students are engaging in reading, writing, discussion, problem solving, and reflection to...
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 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.

NA as all local districts have an ODE Report Card.
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.

<table>
<thead>
<tr>
<th>12. What is the total cost for implementing the innovative project?</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>12,843,087.00 State the total project cost.</td>
</tr>
</tbody>
</table>

* Provide a brief narrative explanation of the overall budget.

The 20/20 Vision covers 5 districts comprised of 27 buildings. 20/20 Vision will impact 10,600 K-12 students and approximately 700 teachers. The largest expenditure for 20/20 Vision is for equipment at $6,595,964. The equipment includes 9349 computers (desk tops, lap tops, iPads, Netbooks) and ancillary components (protective cases, mobile carts, etc.). After obsolete and beyond repair equipment is disposed of, the number of computers will bring the consortium ratio of students to computers to better than 2:1. Equipment also includes 5 Maker Space creative labs for students to use technology to design and create products at expert levels. Classroom printers (few), projectors, and interactive projection systems to engage students are included, as well. The infrastructure must be upgraded for new technology. Enhancements will provide greater internet strength, improve wireless reception, support mobile devices, and an addition of many new computers. The cost of infrastructure is $526,851 for 27 buildings. $2,401,022 is being budgeted for software including licensure for all grant years. The software/licensure includes Sophia that provides online dual enrollment classes with credit transferable to most Ohio universities. The cost is reasonable at $250/year per unlimited number of classes for 75 students/district. Funds also include A+nywhere Learning to provide online courses to meet the needs of students that would be well-served with self-paced classes at their unique instructional levels. Remaining software and licenses include online assessments to accurately identify students' instructional levels and needs (including literacy), student support programs for mastery of the Common Core and Ohio Revised Standards, Student Production software, and school/classroom management systems for online learning. Whispernet, an online summer reading program for high-schoolers to promote greater text complexity skills for college and career readiness, is also included. Administrative and fiscal services will encumber a reasonable 3.5% ($450,000) of the grant. The services include a project administrator (an ESC associate), office space, phone, equipment, and supplies. Additionally, the ESC will incorporate purchasing, project payroll, and fiscal reporting. Evaluation services will be provided by the ESC beginning year 1 and will continue until 2019-2020 with the summative evaluation. The total cost is $1,500,000 or less than 2.5% per district. $989,250 will provide professional development to enhance teachers' capacities to provide meaningful, active learning including integrated technology. The PD includes five years of on-demand online learning that features numerous topics including differentiation for diversity, closing achievement gaps for the economically disadvantaged, Students with Disabilities, the gifted, and more. Additionally, an ESC literacy specialist will provide one summer institute and 5 coaching days per year for 5 years for each district to increase teachers' skills to help students exit third grade with on-level reading skills. The PD also includes one-year of embedded coaching to assist teachers with integrating technology into active learning. Four of the districts will receive the embedded coaching on a part-time basis from ESC consultants. One district intends to employ 5 teachers ($250,000) skilled in technology integration to serve as full-time embedded coaches for one year to assist teachers. The following year (2015-2016), the district expects to hire them as regular staff teachers. The district anticipates at least 11 retirements so employing teachers will not increase district costs. 3 technicians will be hired via contracted services from local A-Sites to assist with implementation of 20/20 Vision technology. They will help with deploying the infrastructure and additional equipment. The employees' services are needed for one year at $150,000 and they will return full-time to A-Sites in the following year.

<table>
<thead>
<tr>
<th>13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.</td>
</tr>
<tr>
<td>Yes, there will be a sustainable cost after the grant year. New costs relative to the grant are the costs of maintaining and replacing the new computers and other equipment that will be purchased. The maintenance costs will not become relevant until the final two years of the grant because the districts have worked with vendors to have a 3-4 year replacement/maintenance warranty included in the purchase prices. No other component of the 20/20 Vision grant will require maintenance. The administrative, fiscal, and evaluation services are inclusive of all grant years. ESC consultants will provide embedded coaching for four schools for a period of one year only. One district is choosing to hire 5 full-time employees (certified teachers) for a period of one year to provide embedded coaching. Those five employees will be hired as full-time teachers in the following year as the district anticipates at least 11 retirements. Other professional development for 20/20 Vision will be delivered via the online, on-demand PD program that is being funded for the life of the grant. Two districts are contracting services from the local A-Sites for one year of assistance for the enhancement of infrastructure and deployment of equipment. Those contracted service employees will return to A-Sites after the first year. The other districts will support the deployment of the infrastructure and equipment. They have included installation in the purchase prices and/or will cover the work with current employees. All software pricing includes multiple year</td>
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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.**

1,750,000.00 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 why.

Yes, the consortium expects savings. The consortium is using $700,000 of grant funding to purchase five years of online, on-demand professional development for 20/20 Vision. The online PD offers more than 130 topics with a majority of the topics relevant to the 20/20 Vision. The districts in the consortium typically allocate approximately $2,000 per teacher per year in their projected budgets for professional development. The consortium contends it can save at least one-half of the $2000 per teacher each year of the grant. Districts will not have to purchase services from external experts or depend on conferences to provide PD. The estimate is actually low making it more easily verified. The PD savings will offset recurring costs of equipment maintenance and replacement after warranties expire. The savings amount to $700,000 per year in the consortium. Other savings are expected but are less easily estimated and verified at this point. For instance, the districts contend that the 20/2 Vision plan to improve the instructional program will translate to greater achievement levels for every child. This will result in a decreased need for supplemental intervention (tutors and summer school) that is now included in the districts' budgets. Additionally, less students will be retained and graduate on time. The Ohio Department of Education Fact Sheet on Alternative Education states that it costs $10,512 for every child that must repeat a year of school! Within a few years, as the teachers become more adept at integrating technology, the districts intend to make a transition to online texts. According to a national reference, online texts can save the districts at least 60% of their textbook costs with the savings being even greater since replacements for lost and damaged books will no longer be necessary. Printing and paper costs will likely be reduced from year one. Many pencil-paper assignments, many pencil-paper assessments, will be obsolete with the capacity of technology. Each of the schools have students that select Post-Secondary Education Options (PSEO) and attend local colleges at the expense of the districts. The schools are including an online dual education program in the 20/20 Vision plan. The price per student per class is significantly less than the price per credit charged by local universities. Students can receive the high school and college credit without having to leave their local campuses. Students that currently travel to universities, plus students that have never had the opportunity, will be able to earn credit, anytime, anywhere.

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

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

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

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

The 20/20 Vision is self-sustaining. Administrative, fiscal, and evaluation services are being provided across the life of the grant and will require no additional funds. Professional development is occurring via two methods: coaching and online sessions. ESC consultants will provide embedded coaching for the integration of technology for four of the districts (22 buildings). The coaches will be provided for Year one only. One district is electing to hire 5 certified teachers to provide embedded coaching for a year for the integration of technology. The district intends to hire those 5 teachers the following year as full-time district staff as they anticipate at least 11 retirements that will open positions.

Other professional development relative to Vision 20/20 will be provided via an online, on-demand PD program. The program is being purchased to last the entire grant period. And, the ESC will provide 5 years of literacy development PD. The infrastructure enhancements will be completed differently in the districts.

Two of the districts are using grant funds to secure contracted services from their local A-Sites (3 FTE). The contracted service employees will return to the A-Sites at the close of a year. The other 3 districts have sufficient staff to complete the process and/or have included installation and deployment of infrastructure and equipment in the purchase prices. All software/program licensure prices are multiple years to cover the life of the grant. The district tech coordinators have worked with vendors to have at least a 3-year maintenance/replacement warranty included in the purchase price of computers and related equipment. For the years following the lengths of the warranties, grant savings will support the maintenance and replacement of the equipment. The districts budget at least $2000 per teacher per year for professional development (700 teachers X $2000 = $1,400,000 for one year; $7,000,000 for 5 years). If the districts had to provide PD through external means (experts/conferences), the total PD price for the consortium might well consume the amount budgeted. Incorporating an online, on-demand PD program throughout the life of the grant can unquestionably save at least one-half of the
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 Range2010-2014

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

   2010-2013 Planning: District/Building Leadership Teams (DLTs/BLTs) formed to improve programming for students; teams create profiles to identify needs. Evidence-based practices and stakeholder input gathered. Initial improvements made. Districts convene with ESC to meet persistent challenges. Evidence-based 20/20 Vision to infuse active learning in 21st Century context conceived to support learning. Plan accepted by teachers, leaders, and boards of education. Frequent collaboration continues. Implementation begins with sustained PD:

       Classroom Strategies that Work, Bloom's Taxonomy, and Formative Instructional Practices. Teachers hone skills in Teacher-Based-Team and grade-level meetings. Process and impact monitored.

   * Anticipated barriers to successful completion of the planning phase

       Districts anticipated resistance to change and addressed it strategically by establishing a culture for change. DLTs consisting of representatives from each building played a major role in crafting plans for improvement. DLTs met with BLTs regularly to solicit input. Data profiles created by teams presented a compelling and acceptable reason for change. Change has not been a top-down directive but a shared mission. Currently, the consortium encountered another obstacle: a lack of technology limits teachers in representing the curriculum to meet the needs of all student; restricts students' active engagement; and narrows students’ capacities for demonstrating learning. And, the educational environment with limited technology in no way mirrors college and work environments. Tech coordinators provided estimates of infrastructure and equipment to match the 20/20 Vision; budgets could not bear initial investment needed for scale. The consortium determined they would seek external funds. Fall 2013- Round 1 Straight A application submitted/not awarded. Determination to achieve goal is strengthened. January 2014-Present Collaboration continues among the ESC, administration, technology coordinators, treasurers, and teachers to facilitate new application.

18. Implementation - Process to achieve project goals

* Date RangeAugust 2014-August 2019

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

       July-Aug. 2015 Confirm technology/infrastructure orders Tech staff updates to ESC Coaches employed for embedded support Finalize evaluation process Present expansion roll-out including goals and benchmarks at districts’ data summits Sept.-Dec. Installation work teams deployed for infrastructure enhancements; complete by December Begin observations of teaching practices for baseline Collaborative meeting; quarterly district evidence due Districts roll out PD. Providers include coaching, PD 360, literacy experts. Timing may include waiver days, evenings, and summer. PD ongoing beyond life of the grant Teacher-Based and grade-level teams meet weekly throughout grant to improve instruction Jan.-March 2015 Coaches deployed. Buildings receive 25 days of coaching through 2016 Quarterly report due Mid-Year formative evaluation completed Meeting: Formative Results communicated At least 75% of equipment in operational order April-June Quarterly Meeting: 3rd and 4th quarter districts reports due Summer Literacy Academy for K-3 Reading 100% of equipment operational July-Sept. 2015 Yearly formative evaluation completed. Results shared in data summits to guide direction for 2015-2016 Final Expenditure Report completed Year 2-process continues (minus installation). Years 3-5, process continues with the addition of interviews/focus groups. Summative evaluation shared by August 2019. Replication plan complete

   * Anticipated barriers to successful completion of the implementation phase.

       Barriers: Resistance to integrating technology is being addressed: *Teachers have developed comfort with providing active learning in a 21st Century context; this narrows the scope of skills teachers need to develop *PD will be provided in doses across the years to give teachers ample time to process and practice integration *Coaches on-site for individualized support *Teachers will recognize that integrating technology is an opportunity to increase their skill level scores in the Ohio Teacher Evaluation System

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

amount (savings could easily be more but one-half is likely indisputable). The amounts saved per year per district (ranging from $103,000 to $169,000) will be sufficient for the districts to cover maintenance and begin a cycle of replacement for the new equipment.
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:

The 20/20 Vision plan, including the acquisition and application of technology, has and will continue to result in significant change: The schools are developing greater capacity to positively impact student achievement. Teachers and leaders collaborate on a regular basis as Teacher-Based-Teams and grade level teams to discuss progress and challenges. They are becoming adept at utilizing data to plan and make decisions. They utilize a research base and consider best practices for instructional planning. They monitor the processes for success. And, teachers continue to build their influence on policy and direction as members of Building/District Leadership Teams. A shift in teaching and learning has been occurring and will be augmented by embedding technology. Teachers’ roles are evolving from being dispensers of knowledge to becoming facilitators of learning. Formative Instructional Practices are becoming the routine for doing business. Teachers have translated the standards into clear learning targets. They assess students frequently in regard to their instructional needs to reach targets. They plan differentiated instruction infused with evidence-based strategies. And, teachers provide actionable feedback for students to take ownership for improvement. Technology will support the shift. Assessment of students’ skills to determine needs will be technology-based for real-time data. Technology and tools will allow teachers to represent the curriculum in expanded ways to address needs. Equipment and tools will let teachers create relevant, meaningful learning experiences that mimic real-world work. Work can be more easily differentiated to support students’ diverse needs. Students are no longer passive receivers of knowledge but are becoming active participants in learning. Students work in large groups, small groups, and as individuals to complete challenging tasks. Technology will assist them with retrieving, organizing, analyzing, and synthesizing information to construct knowledge. Motivation will increase and students will assume more responsibility for learning. They will present their learning in a variety of manners including technology-generated products. Students are building 21st Century skills as well as mastering content. By the end of the K-12 program, students will be accomplished learners, ready for a career or higher education. A major change will be the inclusion of a greater number of blended learning experiences. Adequate and appropriate technology will promote access to exemplar web based resources and activities as embedded in the Ohio Model Curricula and other trusted sites. Through the internet, teachers and students will have a world of information and resources for individualized, powerful, and deep learning. Students will practice face to face and web based collaboration, including using experts as mentors, as they complete learning experiences that more closely mimic real-world work including investigations, communication, simulations, and creation of products. And, with technology, learning will more likely occur 24/7. The districts will also provide blended experiences for high achievers and struggling students. As is the case in many small rural districts, it is not feasible to present dual enrollment courses. Integrating technology into the plan will change this. Students can graduate “campus ready” with higher skill levels and multiple college credits. Learners that struggle in classrooms will have alternative classes available via online. The students will be permitted to work at their instructional paces and levels. Students can be successful; they will be less likely to drop out and more likely to graduate on time. The districts are developing greater capacity by participating in the ESC consortium. Members share challenges to receive input and successes to provide guidance. Members report feeling less isolated and more empowered via regional support.

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.

| Teams. The consortium systematically developed and implemented the plan. A culture for change was established via the Ohio Improvement Process. An evidence-base was used to determine the focus; time is being taken to build the competencies of staff; resources are being secured to support full implementation; and, the process is being monitored for efficacy. This progression reflects an effective change model recommended by the International Center for Leadership Education. The National Center for Education Evaluation has analyzed extensive research regarding actively engaging students and concluded “Student engagement measures have been shown to correlate positively with student achievement” and “engaged students are better able to make an effort to comprehend complex ideas or master difficult skills”. In fact, they report “that it has been demonstrated that disadvantaged students (economically or cognitively) gain the most from active engagement”. Other research reports similar compelling results in support of active learning. Leadership Teams noted they must increase the use of evidence-based strategies to support improvement. Representatives selected the nine strategies identified by Marzano (Classroom Strategies that Work) as having a profound impact on learning. The strategies have an effect size ranging from .59 to 1.61. An effect size of 1.0 can be translated to a percentile gain of 34 points thus the impact of Marzano's strategies can render percentile gains from 22-45 percentile points! Incorporating other evidence-based practices within the plan serves to expand the influence on achievement. The teachers are utilizing Formative Instructional Practices to establish clear learning goals, identify students' unique needs, provide actionable feedback, and monitor progress toward mastery. According to the Battelle Institute for Kids, the FIP process was built on the research of Black and William, Marzano...et.al. The Universal Design for Learning (UDL) process is embedded in the Ohio Model Curricula as being exemplary for addressing the needs of all learners. Teachers are utilizing UDL to represent the curriculum in multiple ways, to engage the students in curriculum using a variety of modes, and are allowing students to present their knowledge using numerous methods. The principles and guidelines of UDL took ten years to develop because they are built on extensive research. Phase II of 20/20 Vision is to use technology to support the plan to improve achievement. This phase is occurring at a good point in the effort since "experience has shown that most people prefer exploring instructional strategies before adding technology for support" (Pittler, Hubbell, & Kuhn, 2010). Research has shown that students can make significant gains when computers are incorporated in the learning process. Computer-based technologies integrated in project-based learning are particularly useful for constructive learning (Roschelle et al., 2000). In addition, there is an abundance of research to support the implementation of technology in the plan to meet the needs of teachers and students. Perhaps it is best summed up by Moeller & Reitzes (2011) and the Education Development Center in a 78-page report for the Nellie Mae Education Foundation: "Technology is highly effective in diagnosing and addressing student needs, equipping students with skills essential for work and life in a 21St Century society, providing an active experience for students, and increasing students' motivation to learn."

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Dr. Denise Shockley, Gallia-Vinton ESC superintendent, will be the internal lead evaluator for 20/20 Vision. Dr. Shockley holds an Administrative Specialist License in Educational Research by the Ohio Department of Education. She will be assisted by Gallia-Vinton ESC consultants.

* 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).

Evaluation will be formative and summative. Outputs, benchmarks, and short and long-term objectives will be measured qualitatively and quantitatively. The following will be monitored (evidence in parentheses): infrastructure/technology (tech staff reports); quantity/quality of professional development (agendas, coaching logs, surveys); teachers trained/increases in knowledge (logs, surveys); frequency/impact of active learning (observations, lesson plans, interviews, focus groups, achievement data); frequency/impact of tech integration (observations, lesson plans, interviews, focus groups); achievement impact (interim assessments, Report Card data, promotion, grad rates, credit recovery rates); and, impact on college/career readiness (dual credits, ACT scores, college acceptance rates, focus groups). Information will be gathered via four paths. Tech coordinators will provide monthly reports in year one. Building Leadership Teams will provide progress reports on a quarterly basis. Years 1 and 3, the ESC will perform classroom observations and in years 3-5, they will conduct interviews and focus groups. The ESC will compile and analyze data to complete a written report for formative purposes twice per year. The ESC will meet with the District Leadership Teams at mid-year and end of the year to discuss formative progress. Summative Evaluation will be complete by August 2020. It will be a combination of statistics and narrative description. The report will describe implementation, impact on teaching and learning, and "Lessons Learned". It will be a synopsis of tech availability and usage; professional development; changes in teaching and learning; blended learning impact; changes in student achievement; and college and career readiness. Summative results will be shared with stakeholders in the districts' data summits, with the local media, in parent newsletters, with regional networks, and via the replication process.

* 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.

Program changes or corrections can occur at any point in the project but the most logical time will be during mid-year or end of year formative meetings. Formative progress will be discussed and compared to the long-term project expectations during each meeting. If progress is insufficient to result in meeting the long-term goals, it will be proposed that a change needs to occur. The shortcomings will be taken back to the districts to be shared with the Building Leadership Teams. The teams will examine possible underlying causes and examine research on best-practices to determine possible corrections. In a follow-up meeting, the districts will share the findings of the Building Leadership Teams. The consortium team, consisting of members of the ESC and District Leadership Team, will consider the Building Leadership Team information and will collaboratively designate changes to occur. The ESC and District Leadership Team will outline implementation for the changes and monitor the progress at regular intervals.
23. Describe the substantial value and lasting impact which the project hopes to achieve.

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

Please enter your response below:

The substantial value of the 20/20 Vision is that we are "teaching students to learn." 100% of our students are learning to learn as they navigate consistent procedures across the K-12 active learning program. Students will be equipped to access information, to judge the value of information, to organize, analyze, and synthesize the information to make it of use. As students go through the system, they will acquire more and more strategies to support their capacity to learn. As teachers present meaningful differentiated tasks for their engagement, students will build a repertoire of skills for approaching learning. Students will, in essence, end up with a case-full of strategic processes to problem-solve and make sense of the world. They will exit school as college-and-career ready. They will have the skills to transition to a full and productive adulthood and that is lasting impact for the individual and for our communities. The district is increasing its capacity to support learning. Teachers and leaders are building Professional Learning Communities by collaborating as members of the consortium, District Leadership Teams, Building Leadership Teams, and as Teacher-Based and grade level teams to increase their competencies. The skills of the group and the competencies of the individuals are expanding. The impact will be lasting; the process is becoming entrenched and regardless of funding, improved learning will continue. With well-trained staff and motivated students, there will be no reason to revert to teachers being the keepers of knowledge, dispensing it on an as-needed basis. It is the process of "learning to learn" that is driving the program and grantors can be assured that the 20/20 Vision for improving student achievement will only get better and will thrive for years to come. The project will impact the goal of achievement: greater numbers of students will achieve mastery of the Common Core and the Ohio Revised Standards and will demonstrate proficiency on the Ohio tests in the content areas; students will master the process of reading by the end of grade 3 and be prepared to understand greater levels of text complexity; all students will have more personalized access to the rigorous curriculum which will result in a reduction in the achievement gap rates among all students, Students with Disabilities, and the Economically Disadvantaged; engaging with learning at higher and deeper levels will lead to all students achieving "more than a year's growth" to increase the Progress score; students will expand their capacities to use technology constructively; and, students will graduate prepared to enter higher education or the work force without remediation. Impact will also be facilitated through providing a greater share of resources in the classrooms. With adequate technology, districts will offer Advanced Placement and dual credit courses via on-line learning. Students will have the opportunity to engage in coursework that requires great cognitive demands to advance their learning. Students' skills will expand and they will recognize their capacity to complete work for a degree or career credential. In fact, they will be able to exit high school with many college credits completed (savings for families), making a substantial dent in college requirements. Having access to blended learning can support the unique needs of students that might otherwise struggle. Students will have access to online courses that cover the standards at levels that meet students' instructional needs. The students can have anytime/anywhere access thus accommodating any need for additional time for learning. This will result in reductions of credit deficiencies, retentions, and drop-out rates. Students' skill levels will expand and graduation rates will rise. And, not least, blended learning will support differentiation of tasks to provide targeted experiences to improve all students' acquisition of high levels of learning.

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

Goal: Student achievement (source: Ohio Report Card) Performance Index (PI) Districts' PI will increase by at least 2 points per year over 5 years to demonstrate more students performing at accelerated/advanced levels and less at limited/basic. Proficiency Number of students demonstrating proficiency per grade in every tested content area will increase by at least 2% per year over the 5 years. Literacy Rates 3rd Grade Reading Proficiency rates (students demonstrating capacity to read to learn) will increase by at least 2% per year. Progress Measure Grades 4-8 subgroups (gifted, Students with Disabilities, and Students in the Lowest 20% in Achievement - Economically Disadvantaged not provided) will demonstrate at least a year of growth in the areas of Reading, Mathematics, and All Tests (composite score). *A High School Progress Measure is coming in 2016 and a benchmark will be established. Annual Measurable Objectives Districts will close any gaps between subgroups (Students with Disabilities and the Economically Disadvantaged) and state's goal by at least 3% per year. Graduation Rates Districts will increase graduation rates of all students, Students with Disabilities, and the Economically Disadvantaged by at least 2% per year. College and Career Readiness Score will be available in 2015. Benchmark will be established. ACT Scores Districts' average ACT score will increase per year to surpass the state's average within 3-5 years. (Source: Ohio Board of Regents) Secondary Goal: Greater share of resources in the classroom.

* Spending Reduction in the five-year fiscal forecast

NA

* Utilization of a greater share of resources in the classroom

Districts will increase the number of online learning opportunities including individualized high school courses for differentiation. The number of students with credit deficiencies will be reduced and the on-time graduation rates will increase. The number of students exiting high school with earned college credit will increase. Specific benchmarks will be determined using June 2014 results from school guidance offices and the Ohio Report Card.

* Implementation of a shared services delivery model

NA

* Other Anticipated Outcomes

NA
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 20/20 Vision plan is replicable. It is based on students as active participants in differentiated learning infused in a context of a 21st Century education. The intent is to engage all students in cognitively-demanding learning to impact achievement and college and career readiness. Integrating technology into teaching and learning will enhance the breadth and depth of the impact. The plan is evidence-based with the resources being widely available for replicating (Marzano, Bloom’s, FIP, Universal Design for Learning, technology). It addresses needs of all student populations and subgroups. And, the science base says the plan can yield the same results in rural, suburban, and urban settings. The consortium will intentionally include strategies to facilitate replication. To underscore technology as vital, the consortium members will document 20/20 Vision progression by digitizing the journey. Digital records, including videos, photos, and documents, will be used to develop powerful presentations for replication purposes. The digital records will be accessible at galliavintonesc.com as well as from a direct request to the ESC. The consortium will also compile a master plan including models of instruments developed and record on CDs for distribution. Districts will serve as model sites for visits and all would be pleased to extend technical assistance directly to any interested party. The consortium has strong networks in place to serve as venues for spreading the influence of 20/20Vision. Ohio ESC superintendents convene quarterly with the Ohio Department of Education to discuss various matters including promising practices. Dr. Shockley, GVESC Superintendent, will use the opportunity to spread the good news of the plan. The Battelle for Kids Institute facilitates a statewide ESC progress network whose mission is to spread practices that impact student achievement. Doug Hale, GVESC Administrative Associate, attends the sessions and communicates ventures to 53 other ESCs. The GVESC is a regular contributor to the Ohio Educational Service Center Association’s quarterly newsletter as well as 5 local newspapers and can share a written account of 20/20 Vision. ESC consultants present at national, state, or regional conferences at least once per year. The ESC could present the initiative at the National Association of Education Service Agencies’ annual conference, the Ohio School Boards’ Association Capital Conference, Ohio Technology Conference, and more. Consortium superintendents are members of the Coalition of Rural Appalachian Schools and may share with leaders of more than 135 other organizations. And, the ESC and districts communicate frequently through curriculum networks, Title I partnerships, and Afterschool Networks. All established partnerships lend themselves to supporting replication. 2020 is the goal year for full realization of the vision.

Implementation has occurred in phases: Phase I: (2010-Present) Ohio Improvement Process participation. During this period districts formed District and Building Leadership Teams to direct change, identified priorities for improvement, selected strategies to address concerns, completed related professional development, and provided support for implementing strategies. Phase II: (2013-Present) District and Building Leadership Teams recognized a need to integrate technology in the 20/20 Vision to improve student achievement. The consortium developed a plan to bring the vision to scale. This phase will include acquiring technology, preparing infrastructure, providing professional development including coaching, and supporting integration of technology in teaching and learning. Most districts in Ohio have completed activities similar to our process in Phase I. Districts would not need 10 years for replication. The consortium estimates 5-7 years from initiation to the point of the process becoming entrenched.
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<tbody>
<tr>
<td>Jude</td>
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<td>740-379-9085</td>
<td><a href="mailto:gl_jmeyers@seovec.org">gl_jmeyers@seovec.org</a></td>
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<tr>
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<td>050385</td>
<td>307 W High St, Mc Arthur, OH, 45651-1093</td>
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### Partnerships

No partners added yet. Please add a new partner by using the form below.
## Implementation Team

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<th>First Name</th>
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<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
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<tr>
<td>Todd</td>
<td>Boothe</td>
<td>Technology Coordinator - Gallia County Local</td>
<td>Mr. Boothe will work with the technology directors in the consortium to ensure the quality of the upgrades in infrastructure and the rollout of the new technology. He will maintain regular contact with the technology directors and solicit their monthly reports for reporting to the ESC. He will serve as the technology advisor for the consortium implementation team.</td>
<td>Mr. Boothe holds a degree in electrical engineering, has various technology licensure, and will soon have a Master's in Educational Leadership. Mr. Boothe spent 15 years with Nationwide Services as a System Engineer and Administration Team Lead. He project managed all new Nationwide load projects and was responsible for PC hardware standards and certification. Mr. Boothe has also taught, been an assistant principal, and is currently the district technical director in Gallia County.</td>
<td>Mr. Boothe has multiple prior experience that has prepared him to lead implementation components for 20/20 Vision. Mr. Boothe was the leader of the Nationwide Services Company Client Computing Quality Process and Delivery Team. He also assisted all Team Engineers with concerns relating to workload, projects, and daily activities to devise and implement solutions. He managed complex load projects that included the integration of standards and analyzed resources and costs to determine impact of new projects.</td>
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<tr>
<td>Denise</td>
<td>Shockley</td>
<td>ESC Superintendent</td>
<td>The 20/20 Vision team includes individuals that manage obligations with a high degree of efficacy. Dr. Denise Shockley, Gallia-Vinton Educational Service Center Superintendent, will lead the effort at the consortium level to bring the plan to fruition. She will coordinate communication and collaboration; will arrange and monitor coaching; and will assist with the logistics of professional development. She will serve as the lead evaluator, as well. She will train an evaluation team, oversee the creation of related documents and tools, and be responsible for the quality of the final report. And, Dr. Shockley will supervise the digitization of the 20/20 Vision journey for</td>
<td>Denise Shockley holds a Ph.D. from The Ohio State University. Before becoming superintendent of the ESC, Dr. Shockley served as the assistant director of the local vocational education center. She provided supervision and management for adult education programs and secondary career programs. Dr. Shockley also holds an Administrative Specialist License in Educational Research by the Ohio Department of Education.</td>
<td>Dr. Shockley has amassed an abundance of relevant experience that will support the grant being implemented with fidelity and integrity. She led the ESC through the arduous process of accreditation by AdvancED. The process is a measure of the ESC's adherence to standards of educational excellence. AdvancED conducted a rigorous examination of the ESC's capacity to support student achievement. AdvancED awarded accreditation to the ESC in 2011 when it became only the sixth in Ohio to earn the status. The ESC pursues grant funding to leverage support services for the districts. The ESC is the manager of nineteen 21st Century afterschool grants with 24 sites. The 21st Century grants serve over 3500 students. The ESC implemented two U.S. Department of Education grants, Teaching American History and Students Learning Through School Libraries. Evaluations of the grants indicated significant, positive outcomes for students. The Ohio Mathematics Academy Program, Teach Ohio, and the Ohio Math</td>
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<tr>
<td>Name</td>
<td>Role</td>
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<tr>
<td>Karen Boch</td>
<td>Superintendant</td>
<td>Mrs. Boch will spearhead the superintendents’ and curriculum coordinators’ groups for the 20/20 Vision program grant. She will lead them to identify standards for the rollout of the program in the districts. She will work with the group to ensure that District and Building Level Teams receive adequate rollout guidance. She will direct the group in their other responsibilities including working with district treasurers, serving as liaisons to the boards of education, meeting collaboratively with the ESC to monitor progress, and promoting replication of 20/20 Vision through networking.</td>
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<tr>
<td>Mrs. Thacker</td>
<td>Administrative Associate-Grants/Communication</td>
<td>Mrs. Thacker has extensive work with the implementation and management of large scale projects and grants. She assisted with the implementation of Ohio Reads, Ohio Alternative Challenge, 21st Century Grants, a Reading First grant and more. She trained in, and assisted with, the Ohio Improvement Process. She initiated the Race-to-the-Top process for one district. She has been with the 20/20 Vision project since it was conceived and understands the goals and related tasks.</td>
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communications lead, provides professional development relevant to curriculum and instruction, and is a program co-coordinator for the Resident Educator Program for five local districts.