

Budget

Kenton City (044172) - Hardin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (195)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	115,000.00	479,545.00	3,861,079.00	0.00	4,455,624.00
<b>Support Services</b>		185,910.00	45,573.00	25,000.00	0.00	0.00	0.00	256,483.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		200,950.00	30,856.00	2,960,804.00	134,000.00	0.00	0.00	3,326,610.00
<b>Family/Community</b>		0.00	0.00	1,749,726.00	0.00	0.00	0.00	1,749,726.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		386,860.00	76,429.00	4,850,530.00	613,545.00	3,861,079.00	0.00	9,788,443.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-9,788,443.00

Application

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Hardin Co: Community Collaboration Driving Educational Excellence, Economic Development and Community Revitalization

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

The Hardin Co Alliance is a countywide public-private partnership to drive economic development and community revitalization through excellence in education. Consortium districts Kenton City Schools (lead), Hardin Northern Local, Ohio Hi-Point JVSD, Ridgemont Local and Ada Exempted Village are partnering with Hardin County Business and Chamber Alliance, Auglaize County ESC, Instructional Design Innovations, Apollo JVSD, Rhodes College, Schlechty Center, Partnerships Make a Difference, Quaglia Institute, OSU Alber Enterprise Center and Connect Ohio to strengthen college and career readiness for all 3,956 children (PK special ed- grade 12) attending Hardin Co schools, so they grow to be leaders and lifelong learners prepared to transform and invigorate communities with enduring economic and social benefits. Schlechty Center will facilitate Hardin Co Design Team transforming environments focused on better outcomes for students, families, and the communities in which they live. Districts, businesses and JVSD will develop, scale up and replicate college/career readiness opportunities including a shared service, STEM Career Tech Center where students from each district can tap into CTE programs from multiple JVSD. Connect Ohio will identify and address barriers to countywide internet connectivity, so all students can fully leverage digital learning tools. Districts and Rhodes College will establish a countywide tech department sharing staff, resources and building capacity of students (K-12 and college) to provide IT support in the schools and community. Professional Development partners will capitalize on each district's strengths, experiences and local innovations to support, differentiate and personalize learning for adults and youth so every child, every day is engaged in high quality learning experiences, personalized to their individual interests and needs. By 2020, consortium districts will reduce operational costs by \$11,464,369.

*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.*

3956 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 checked="" type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1                       | <input checked="" type="checkbox"/> 2            |
| <input checked="" type="checkbox"/> 3                       | <input checked="" type="checkbox"/> 4            |
| <input checked="" type="checkbox"/> 5                       | <input checked="" type="checkbox"/> 6            |
| <input checked="" type="checkbox"/> 7                       | <input checked="" type="checkbox"/> 8            |
| <input checked="" type="checkbox"/> 9                       | <input checked="" type="checkbox"/> 10           |
| <input checked="" type="checkbox"/> 11                      | <input checked="" type="checkbox"/> 12           |

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

First Name, last Name of contact for lead applicant  
Jennifer Penczarski

Organizational name of lead applicant  
Kenton City Schools

Address of lead applicant  
200 Harding Ave, Kenton, OH 43326

Phone Number of lead applicant  
(419) 673-0775

Email Address of lead applicant  
penczarskij@kentoncityschools.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

Ohio's new Report Card system identified significant achievement gaps in reading/math for all consortium districts, especially in subgroups (economic disadvantage and students with disabilities). Ada had the highest AMO (annual measurable objectives) with a D (69.4%), while the others earned F (Kenton, 58.4%, Ridgemoor and Hardin-Northern 33.3%). In 2013, Market Business News reported that researchers re-confirmed that "improvements in educational attainment are the key to explaining productivity and income growth". And yet, historically, education and business efforts at improvement are siloed at best and often competitive. Over the last several years, individual Hardin County districts and their local businesses have been building relationships to improve education, but the work has still been siloed continuing to grow inequities (for children and adults) across the county. In order to achieve the goal of excellence in education and economic development, Hardin County must redefine the concept of community engagement by forging mutually beneficial partnerships across PK-20 education, industry and community organizations aligned to college/career readiness, economic development and community revitalization. Only then, can systems be aligned that will ensure all children learn at high levels which build the hard and soft skills they need to successfully compete in a global economy.

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

Hardin Co Alliance is a county public-private partnership driving economic development & community revitalization through educational excellence. By 2018, 59% of Ohio jobs will require postsecondary credential. Lumina foundation proposed 60% goal for postsecondary credential/degree attainment by 2025 (Complete College America, 2010). Fewer than 14% of Hardin Co residents 25-65 have completed college. If trend continues Hardin Co will continue to lose jobs as industries are unable to meet employment needs. Consortium districts Kenton City (lead), Hardin Northern Local, Ohio Hi-Point JVSD, Ridgemoor Local and Ada Exempted Village are partnering with Hardin County Business & Chamber Alliance (The Chamber), Apollo JVSD, Auglaize County ESC, Rhodes College, Instructional Design Innovations, Schlechty Center and Connect Ohio to strengthen college/career readiness for all 3,956 children (PK special ed-grade 12) attending Hardin Co schools so they grow to be leaders & lifelong learners prepared to transform and invigorate communities with enduring economic & social benefits. By 2020, consortium districts will reduce operational costs by \$11,464,369. Strategic Transformation: Schlechty Center will facilitate Hardin Co Design Team (board members, leaders, teachers, business/community stakeholders - all districts) to transform environments and improve outcomes for students, families, and Hardin Co at large. Districts will redesign systems - across districts and across sectors - to enhance districts & community capacity to support & sustain innovations at the building and classroom levels; to redesign schools, so they are more clearly focused on providing quality work for children; ensure the true focus of all decisions are to help teachers, parents, & partners is to understand the characteristics of quality student work, ensure teachers have tools & support to design & deliver the highest quality work for students; and increase efficiencies/decrease long term costs. Auglaize Co ESC will support the Design Team by differentiating and personalizing professional learning for districts, buildings and educators while capitalizing on each organization's strengths, experiences and local innovations. College/Career Readiness for All: PK-12 teachers & business partners will co-design inquiry based, standards aligned service projects & co-curricular activities/clubs building hard and soft skills essential for future success. Students will utilize "My Aspirations Action Plan" (MAAP) to align their personal goals to their future aspirations." Ohio Hi-Point will offer blended career exploration courses that include mentorships & real or virtual opportunities to learn about the diverse employment opportunities across the county. Kenton will transform a former elementary building into a career tech hub, inviting all area JVSDs to share a site where any Hardin Co students can attend a CTE program directly aligned to Hardin Co industry needs. Ohio Hi-Point will start by offering IT, Health Science and Manufacturing Engineering on this site. Districts already transport special ed students to Kenton so this new service increases transportation cost effectiveness - not costs. The Chamber is committed to link all HS seniors with internship/capstone experiences aligned to their future plans. Engaging the Net Generation: Teachers and children must have the tools they need for high quality work. Connect Ohio will identify & address barriers to countywide internet connectivity, so all students can fully leverage digital learning tools. Districts and Rhodes College will establish a countywide tech department sharing staff, resources & teaching students (K-12 & college) to provide IT support in schools and community. Instructional Design Innovations will build staff capacity to effectively integrate 1-1 technology in classrooms to personalize learning and further share staff/resources and create online PD to more quickly scale teacher learning.

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.)

K-8 Benchmark: District Report Card - AMO (Annual Measurable Objective) Baseline 2013: Ada: (69.4%), Kenton (58.4%), Ridgemont (33.3%), Hardin-Northern (33.3%) Short Term: By June 30, 2015, Hardin Co Design Team will have a plan in place to significantly increase achievement for all children as measured by District Report Card AMO. Long Term: By June 30, 2020, each Hardin Co elementary school will have significantly increased achievement for all children as measured by a 20% increase in District Report Card AMO as compared to 2013 District Report Card. HS: Students will exceed Ohio's benchmark for Prepared for Success indicators. Baseline: ODE will provide baseline data in August 2014. By 2015: Hardin County consortium schools will have plans in place (through system re-design initiative) to meet or exceed Ohio's Prepared for Success benchmarks. By 2020: Hardin Co high schools will meet or exceed Ohio's Prepared for Success Benchmarks for: ACT participation rate, number of graduates needing 1 or more remedial courses, number of students earning at least 3 college credits before HS graduation, number of students earning industry credentials before graduations, number of students receiving honors diplomas, AP participation rates and number of students scoring 3 or higher on AP exam.

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.)

Project Outcome 2: Consortium will reduce instructional costs by \$11,549,369 Benchmark: By June 30, 2016, instructional costs will decrease from \$48,142,521 (FY14) to \$46,181,764, resulting in a 4.07% decrease in operating budget. Short Term reductions: During FY16 the consortium anticipates the following cost reductions -Personnel costs will reduce from \$24,601,206 in FY14 to \$23,767,544 in FY16 -Fringe benefit will reduce from \$9,781,065 in FY14 to \$9,622,927 in FY16 -Purchased service cost will reduce from \$7,758,484 in FY14 to \$7,540,652 in FY16 -Supply costs will reduce from \$1,582,004 in FY14 to \$1,565,879 in FY16 -Capital outlay will reduce from \$2,244,971 in FY14 to \$1,509,971 in FY16 -Other costs will reduce from \$2,174,791 in FY14 to \$2,174,791 in FY16 By June 30, 2020, instructional costs will decrease from \$48,142,521 (FY14) to \$45,667,118 resulting in a 5.14% decrease in operating budget. Long Term reductions: During FY20 consortium anticipates the following cost reductions -Personnel costs will reduce from \$24,601,206 in FY14 to \$23,525,740 in FY20 -Fringe benefit will reduce from \$9,781,065 in FY14 to \$9,585,569 in FY20 -Purchased service cost will reduce from \$7,758,484 in FY14 to \$7,540,652 in FY20 -Supply costs will reduce from \$1,582,004 in FY14 to \$1,565,879 in FY20 -Capital outlay will reduce from \$2,244,971 in FY14 to \$1,499,971 in FY20 -Other costs will reduce from \$2,174,791 in FY14 to \$1,949,307 in FY20

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.)

Project Outcome 3: Transform systems (school, district and community) and significantly deepen current shared services model to more effectively meet the needs of all children and more efficiently utilize district and community resources. Short Term Benchmarks (June 30, 2015) 50 % Increase staff (self reported) capacity to implement targeted innovations 50 % increase staff (through walk thru observation) effective use of targeted innovations within classroom 5 # differentiated PD modules created 305# ( 75%) staff participating in differentiated PD 85% children PK (spec ed), K-12 access to technology at school 75% children PK (spec ed), K-12 access to technology at home 15# Business/Community partners engaged in K-12 classrooms 15% students reporting increased engagement in school (student survey) Long Term Benchmarks (June 30, 2020) 100 % Increase staff (self reported) capacity to implement targeted innovations 100% increase staff (through walk thru observation) effective use of targeted innovations within classroom 40 # differentiated PD modules created 400# staff participating in differentiated PD 100% children PK (spec ed), K-12 access to technology at school 85% children PK (spec ed), K-12 access to technology at home 30# Business/Community partners engaged in K-12 classrooms 25% students reporting increased engagement in school (student survey)

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

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

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

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

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

[Enter Budget](#)

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

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

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

#### Upload Documents

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

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

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

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

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

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

9,788,443.00 State the total project cost.

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

Salaries \$386,860: Summer Stipend \$1,250 x 57 = \$71,250; Coaching costs \$1,600; Design Team substitutes \$9,000; Substitutes for trainings \$119,100; Rhodes State technology interns \$30,000; Tech Director Stipends for 1:1 implementation \$37,910; Integration Specialist stipends \$12,000; Technology staff \$106,000; Benefits total \$76,429: Summer Stipend @16% \$11,400; Coaching benefits @ 16% \$256; Design team substitutes @16% \$144; Substitute benefits at 16% for trainings \$19,056; Rhodes State technology interns @15.65% \$4,695; Tech Director Stipends @16% \$6,066; Integration Specialist stipend @16% \$1,920; Technology staff including insurances \$32,892. Purchase Services \$4,850,530: 20 days of intensive Onsite coaching \$150,000; Course design/Support \$150,000; Graduate course bank for staff for 3 years \$112,500; Professional Development on site \$300,000; Mileage 26 staff x 60 miles x 0.565 \$10,577; Professional development for curriculum and teaching staff \$1,575,000; Transformation team director \$549,459; Schoology 5 year contract \$115,000; Professional Development for new Engineering/Manufacturing equipment \$6,000; Connectivity & Partner for community engagement \$441,719; Digital works student career readiness skills \$250,186; Digital Works Career Center Computer Skills for job placements \$1,057,821; Director for Broadband initiative for the county with oversight/evaluation \$25,000; Envision EdPlus oversight/evaluation of process 6 year contract \$107,268. Supplies total \$613,545: Unlimited on line professional development courses \$132,000; Online science textbooks 6 year contract \$205,815; Professional Development supplies \$2,000; Helpdesk software \$20,000; MAPP test and licenses for 5 years \$84,650; Student Aspiration my voice survey \$68,580; Supplies for IT classes \$58,000; Supplies for Engineering/Manufacturing classrooms \$20,000; Supplies for Health Tech Classrooms \$20,000; Supplies for community engagement \$2,500. Capital Outlay total \$3,861,079: Technology devices for 1:1 ratio \$2,901,519; Wireless Access points, networking, carts, recharging stations and cables \$219,560; Computers & licenses for IT courses \$65,000; Furniture/Room upgrades for IT courses \$25,000; Cad Lab equipment \$250,000; Stations for PLC, CNC, electronics and pneumatics \$200,000; Furniture for Engineering/Manufacturing classrooms \$150,000; Computers for Health Tech classrooms \$25,000; Furniture/Room upgrades for Health Tech classrooms \$25,000.

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.

Sustaining Costs: \$1,068,617 Salaries total of \$633,005: Kenton will increase staff for substitutes, interns and technology staff of \$99,880 each year for a total of \$499,400; Ada will increase extended time, stipends and substitutes each year for a total of \$118,325; Hardin Northern will increase technology director 5 extended days per year and have a student helper an additional 5 days per year for annual increase of \$3,056 for a total increase of \$15,280; Benefits total of \$165,597: Kenton will increase Retirement, Medicare, Insurances and Worker's Compensation by 28% of salary yearly of \$28,800 for a total of \$144,000; Ada will increase benefits based on salary increases of 16% for a total of \$18,932; Hardin Northern will have a 17.44% increase for Retirement, Medicare and Worker's Compensation annually of \$533 for a total of \$2,665. Purchased Services total of \$197,565: Kenton will have increases in travel expense yearly of \$5,362 for a total of \$26,810; Ada will have increases in FY16-FY20 for travel and tech support of \$34,151 annually for a total increase of \$170,755. Supplies \$72,450: Kenton will have increases in supplies of \$1,014 yearly for a total of \$5,070; Ada will have increases in FY16-FY20 annually of \$11,476 for a total of \$57,380; Hardin Northern will have an increase each year FY16-FY20 for device repair supplies of \$2,000 for a total of \$10,000.

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.*

11,464,369.00 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

Annual Cost Reductions of: FY16 \$1,960,757; FY17\$2,258,354; FY18 \$2,373,972; FY19 \$2,480,892; FY20 \$2,475,403 Salaries total of \$5,058,429: Kenton is estimating 8 retirementsper year of \$200,000 for a total of \$1,000,000; Ada will reduce staff by 1 andhave 4 retirees replaced at a lesser amount during FY16-FY20 annually for\$57,641 for a total amount of \$288,205; Hardin Northern will have 1 retirementeach year, FY16-FY20, for a savings of \$25,000 per year for a total savings of\$125,000; Ohio Hi-Point during the grant years there will be up to 31 positionsthat will be either retirements or RIF'd for a total of \$3,467,415; Ridgemont will decrease staff in FY16 by 2for savings of \$20,085 and in FY17-FY20 3 retirements for savings of \$39,431annually for a total of \$177,809. Benefits total of \$928,219: Kenton is estimating thesavings on the retirements only for STRS yearly of \$28,000 for a total of\$140,000; Ada will reduce costs based on salary reductions in FY16-FY20 of\$40,645 annually for a total cost of \$203,225; Hardin Northern cost reductionof Retirement, Medicare and Worker's Compensation at 17.44% of salary forFY16-FY20 \$4,360 for a total of \$21,800; Ohio Hi-Point will reduce costs forRetirement and Medicare for the retirements and RIF's positions for a total of \$535,723;Ridgemont will decrease benefits at 15.45% in FY16 \$3,103 and in FY17-FY20 of\$6,092 annually for a total of \$27,471. Purchased Services total of \$1,089,160: Kenton isprojecting the reduction of literacy & math coaches, online learningprogram, and copier rental during FY16-FY20 for \$170,718 annually for a totalof \$853,590; Ada will reduce curriculum services during FY16-FY20 \$20,494 for atotal of \$102,470; Hardin Northern cost reductions during FY16-FY20 annuallyare for copier clicks of \$66 and Curriculum services \$13,008 total of \$65,370;Ridgemont will decrease expenses for curriculum services in FY16-FY20 annuallyfor \$13,546 for a total \$67,730. Supplies total of \$80,625: Kenton will have reductionsduring FY16-FY20 for paper, copier supplies and classroom supplies of \$13,045yearly for a total of \$65,225; Ada will reduce paper costs during FY16-FY20annually \$2,000 for a total cost of \$10,000; Hardin Northern will reduce papercosts during FY16-FY20 of \$1,080 per year for a total cost \$5,400; Equipment total of \$3,645,000: Kenton will havereductions for technology that will be purchased through the grant duringFY16-FY20 annually of \$700,000 for a total of \$3,500,000; Hardin Northern willhave decreases for equipment purchased in the grant in FY16, FY18 and FY20 of\$20,000 for a total of \$60,000; Ridgemont will reduce equipment purchases inFY16-FY19 by \$15,000 annually and FY20 by \$20,000 for a total of \$85,000. Debt Payments total of \$501,936: Ohio Hi-Point willreduce costs for the principle of HB264 FY17-FY20 annually of \$125,484 totalsavings \$501,936. Non-Operational Expenditures total of \$246,000: OhioHi-Point will reduce transfer out in FY18-FY20 for a total savings of \$246,000.

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 grant will be able to be self-sustained throughout the grant time period with all of the changes within the districts budget and with multiple year contracts for services that are listed in the grant. The net decreases for the consortium is \$ 10,394,752. With the innovation and changes from the grant the return on investment is very beneficial to the Hardin County schools and total community. As a result of this work, the consortium will decrease expenditures by over 5% through 2020. In addition, while there is \$1,068,617 in sustaining costs between FY16-FY20, it simply shows the degree of commitment our districts have to this initiative. We are ready, willing and able to co-invest with the state of Ohio for this work. At the same time, the amount of sustaining costs for 5 years is less than the amount of savings in any single year. The total amount of the grant is less than what the consortium schools will be able to decrease from their budgets over the 5 years after the grant year.

#### D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

\* Date Range 7/1/2014 - 8/30/2014

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

Planning Milestones: July: Communicate grant with stakeholders and media, review/revise budget and scope of work; August: Board approval of grant and all contracts; draft project communication plans; finalize timeline/scope of work; schedule professional development & planning sessions; finalize communication plans for implementation; refine tech purchase plans; bids/board approval/contract for facility/technology enhancements; work with partners to finalize technical assistance schedules; create & communicate planning & implementation schedule with principals/teachers, partners; finalize project evaluation processes; create Hardin County Design Team; finalize shared service plan for technology and develop technology personnel schedule; maintenance and facilities personnel design upgrades to Northwood Elementary and begin discussion with Ohio Hi-Point and Apollo to develop the joint agreement to ensure all Hardin County Schools can participate in programs. Rubric Item 9. implementing, communicating and coordinating Grant Manager manage overall project communication among districts, vendors and partners. Design Team will identify Team Recorder to manage their communication. Auglaize ESC will coordinate and manage professional development on behalf of consortium. Hardin Co Business Chamber Alliance will coordinate and manage evaluation process. Project Leadership Team will meet twice a month to coordinate data collection and evaluation activities and develop strategies to address potential problems as they arise. Monthly Board of Education reports (in each district) and quarterly community engagement events will further enhance community understanding of the impact that these innovations are having on student achievement and driving resources to class. At the end of each quarter, evaluation team will provide a detailed report on data collected to date. Project Leadership Team will review the data and make adjustments to program activities and timelines as needed.

\* Anticipated barriers to successful completion of the planning phase

Barrier: Timeline and bid process for facility upgrades. Refining design, capital projects and purchasing equipment may take longer than anticipated. Solution: District Liaisons will work with contractor to identify ways to minimize lag time from purchase to installation. As needed districts will apply for emergency waiver allowing the bid process to be waived so a contractor can be chosen and begin work right away. Barrier: Staff availability to create differentiated PD to share with other districts. Solution: Instructional Design Innovations and Auglaize ESC are coordinating PD and providing technical assistance so teachers and leaders can create PD using blended learning format. This will allow staff to complete training based on their specific needs and on their own time. Staff will receive graduate credits and stipends for creating PD and participating in it. Barrier: Effective communication among districts and partners. Solution: Superintendents are intimately involved in project design and implementation. They will have weekly phone conferences and monthly planning sessions with Project Leadership Team. Each leader will take on responsibility for specific project areas to support the overall effectiveness. Barrier: Getting all four districts to align their handbooks, policies and implementation schedules can be a challenge since we all have different administrative teams and boards. Solution: All districts use NEOLA and can use some of the same legal counsel through BASA and OSBA as we work through the process.

18. Implementation - Process to achieve project goals

\* Date Range 8/1/2014 - 6/30/2015

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

August 1, 2014 - Sept 30, 2014 Blended Learning PD of content specific work begins with partners/vendors Re-design of facilities for Career Tech begins Formation and work of the Hardin County Design Team to transform PD and education through the Schlechty Center begins ACESC - implements PD designed by Hardin County Design Team to support grant goals 1:1 Device Program - Policy in place, stakeholder training, device and infrastructure deployment begins Connect OH surveys for needs and develops plans for broadband access across county Connect OH begins training for online job skills to increase employment Business Partnerships Created October 1, 2014 - February 28, 2015 Ongoing aspects of grant such as facility redesign continue Districts begin to see transformation in quality student work as a result of training through the Hardin Co Design Team 1:1 Device Program - all devices deployed ACESC - supports the work of the Hardin Co Design Team with PD to consortium, offers PD to schools outside of the consortium to generate revenue for future consortium PD JVSD Partnerships Created March 1, 2015 - May 30, 2015 Ongoing aspects of grant such as professional development continue COH to engage broadband providers and leverage program experience to address access issues and barriers to broadband adoption to promote at-home access for all students More teachers begin using blended learning and new models for content delivery Design team continues to train and transform the county June 1, 2015 - June 30, 2015 Ongoing aspects of grant such as PD revenue generation continue Summer PD institute is planned to enhance inquiry based learning and student mentorships/internships COH coursework/training provides a formal process & guidance for online application submission, in-depth interviews, skills assessment, nationally accredited job readiness certificate, background & credit check qualification. Career Tech courses implemented at centralized hub and elementary exploration begins with bus

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

Barrier: Time for staff collaboration/training essential to project success. Solution: Grant will cover costs for additional training and professional development needed to plan and implement new instructional strategies. Staff will receive graduate credits and stipends for implementing

this new work. Blended/differentiated PD will provide staff with PD on their time/meeting their needs; Barrier: Community may not understand project and have questions/concerns. Solution: At least 3 community engagement events will occur to share innovations, project activities with students, families and community members. The last event will focus on students demonstrating how students and staff have changed the way teaching and learning occurs Barrier: Physically managing huge influx of technology, coordinating 3rd party installation, training and product service. Solution: Shift in to countywide technology services and partnership with Rhodes College will allow consortium to handle technology influx efficiently and effectively Barrier: On time completion of facility enhancements/tech access. Solution: District Liaisons and contractors will work together to develop plans for ensuring on time completion. Emergency bid waiver will be requested to allow project to start sooner. Barrier: Internal capacity to manage and coordinate project of this scope Solution: Auglaize Co ESC will contract for a Project Director to be funded through the grant. This person will be familiar with the community and able to be on site in districts a significant amount of time during the first 2 years of implementation. Over time the position will be phased out so districts have capacity to manage the work internally.

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

\* Date Range 8/1/2014 - 9/30/2015

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

Rubric Item 7 communicate, administer, manage Superintendents/Design Team members will communicate with staff & Board. Superintendents will notify staff of PD timelines & how to receive stipends and graduate credit. Principals will inform students and families through meetings, newsletters, social media and conversations at building events. Project Manager is liaison among districts, partners/vendors and ODE, and will communicate with personnel regarding technology purchases, installation and facility enhancement project. Project Manager will coordinate training with District Liaisons to ensure funds are used effectively across districts. Evaluation Team will work closely with superintendents and Design Team to ensure outcomes are monitored. Consortium Communication plan will include significant engagement activities with families, community and other media outlets. Monthly: data collection for process/outcomes evaluation; reports to Boards of Education; Superintendent planning and evaluation sessions (twice/month) Quarterly: process/outcomes reports to Design Team and Boards of Education Monthly: data collection for process/outcomes evaluation; reports to Boards of Education; Superintendent planning and evaluation sessions (twice/month) Quarterly: process/outcomes reports to Design Team and Boards of Education Formative Evaluation: Each of these activities occurs throughout the project on a quarterly or annual basis: Achievement/ Shared Service Monitoring: data collection; School Building Disruptive Innovation Assessment; staff survey; Progress Monitoring Tool; student engagement perception survey Cost Reduction; Monitoring: Treasurer reports quarterly to Board. All formative processes are used to continually assess project implementation. As data indicates that progress is not being made in a certain area evaluation team will recommend changes to improve outcomes. Summer 2015: Summative Evaluation: final project evaluation and fiscal reports to ODE

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

Barrier: District capacity to evaluate project using internal staff. Solution: evaluation will be managed by Hardin Co Business Chamber Alliance to ensure community needs are always at the forefront of the work. Barrier: Collecting data necessary to effectively assess process outcomes Solution: Compliance Manager & OSU Alber Enterprise Center will work with Business Chamber Alliance to develop Progress Monitoring Tools to track completion of project activities and outcomes. Tool will be refined over time so it provides high quality, useful data. Design Team will be charged with actual data collection. Barrier: Assessing changes in student achievement within grant timeline and across districts is challenge. Solution: Project evaluation will monitor both formative and summative data during the grant timeline. Since each district is struggling to address achievement gap for subgroups, districts will specifically monitor AMO. Districts are using AMO from FY13 Report Cards for initial baseline. Districts will monitor changes in this data annually to benchmark progress. This will be used in addition to more qualitative data such as staff and student perception surveys and disruptive innovation assessments of each school. In addition, districts will monitor Prepared for Success indicators at the HS level to ensure alignment with industry needs.

#### 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:

Hardin Co Alliance is building a transformational process that will greatly shift paradigms related to teaching, learning and community collaboration. Together, these small and rural districts can achieve what any individual district could not do alone. Schlechty Center will facilitate the Design Team process building their capacity to lead full scale instructional and organizational change. Professional Development and engagement partners will assist leaders and teachers as they implement change strategies created through Design Team. While final instructional and organizational practice changes will not be fully developed until after the work begins, Hardin Co Superintendents anticipate the following changes. Instructional practice changes: Hands on instruction supporting college/career readiness exploration, preparation and training will begin at the elementary level, deepening over time. All children will partner with leaders on inquiry based service and other projects aligned to standards. Middle school students will participate in blended career exploration offered by Ohio Hi-Point and/or their district's JVSD. HS students will have expanded CTE programs centrally located in Kenton and capstone/internships aligned to their future plans. Higher Ed partners will collaborate to increase early college options. Blended and digital instructional models will be expanded over time as teachers complete their own blended professional learning plans. Students learning by doing will be a cornerstone of instruction. MAAP surveys will provide insight into student interests giving teachers and leaders better data to personalize learning and build strong relationships. As teachers learn the depth of student capacity to innovate, create and think, they will continually design richer and more engaging learning opportunities, many of which will be co-designed with business partners. This work will ensure all students solve real world problems building both 21st century skills and global competencies they need to successfully compete in the global economy. Organizational practice changes: While many organizational changes will occur the most visible and immediate are community engagement and technology services. As the Hardin Co Design Team works with Schlechty Center to engage in real world problem solving to transform everything from the boardroom to the classroom, the Hardin Co Business and Chamber Alliance will both participate and be their authentic audience. The Chamber will provide project evaluation ensuring the entire community is engaged in this transformative process. Hardin Co districts are unifying their tech services

into one department to increase efficiency and reduce duplication of services. This will make sure each district has the right person doing the right service at the right time - and provide opportunities to provide Technology Integration Specialists to support teachers as they begin blended instruction. Collectively districts will now have purchasing power they lacked. This shift has already reaped benefits because the districts were able to obtain significant discounts and multi-year contracts from technology and professional development providers that would never have been offered to any individual district. Connect Ohio will manage the process of coordinating county wide capacity for high speed broadband which will allow all families and businesses to access critical resources for home, school and work. As Hardin Co Design Team recommends innovations, district/building leaders will provide support and tools needed to implement changes. Technology access will radically change how districts communicate and engage, bringing more industry into the county. As more industries arrive children gain opportunities for future success. This will be an ongoing cycle of innovation which continually improves achievement, scales shared services and decreases operational costs.

#### **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.

The underlying rationale for HardinCo Alliance's shared service approach is that this deep collaboration offers all districts and partners: continuity and resilience of service; greater quality and improved flexibility and agility of existing services; cost savings and sustainable efficiencies through economies of scale; release of staff time from 'commodity' activities for more added-value/customer-facing activities; improved scalability of systems; improved and more up-to-date systems; competitive advantage and otherwise unsustainable services; Leverage transformation; improves cooperation with other institutions enabling strategic development of cross-institution support services; reduced environmental impact of IT activities. It also addresses growing demand for collaborative learning & teaching, research and knowledge exchange. Andy Benson, KnowledgeWorks Foundation's former Executive Director of Ohio Education Matters reported (2010): "Sharing services and creating cradle-to-career initiatives can benefit students by freeing up more dollars to provide academic and support services to improve outcomes and focusing dollars on activities that result in student academic success," Benson also noted that the way school districts currently approach cost cutting could prove to be self-defeating in the future because they have a direct impact on student achievement. But if the state government can offer other examples for districts to follow, and provide tools to encourage interdistrict cooperation and resource sharing, schools could achieve substantial savings without sacrificing academic outcomes of their students. , schools can continue to perform at the same standards as before but at a reduced cost. As a matter of fact, in some cases, resource sharing could even improve student achievement in the districts involved. Hardin Co Alliance is aligned to Federal priorities for college and career readiness: In the 2012 US Department of Education Report "Investing in America's Future: A Blueprint for Transforming Career and Technical Education", US Secretary of Education Duncan wrote "CTE must be dramatically reshaped to fulfill its potential to prepare all students, regardless of their backgrounds or circumstances, for further education and cutting-edge careers. The need to strengthen and elevate CTE is urgent. This is not a time to tinker with CTE-it is a time to transform it. The report states "postsecondary education/training are prerequisites for jobs of the new economy. Of the 30 fastest-growing occupations, about 2/3 require postsecondary education or training. With the average earnings of college graduates at a level about twice as high as that of workers with only a high school diploma, postsecondary education and training are now the clearest pathways into the middle class and future prosperity, and central to rebuilding our economy and securing a brighter future for all". Local education agencies (LEAs), postsecondary institutions, and employers would collaborate to offer students opportunities to participate in work-based learning and to accelerate completion of their studies through dual or concurrent credits. Programs would use technology to increase access to high-quality learning opportunities, particularly for students in rural or remote areas. Rural students would be connected to postsecondary institutions through consortia, even if there are no postsecondary institutions near their rural communities. This would occur through increased use of distance learning technology, resources, and services that would foster success and improve the quality of CTE programs available to those students.

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

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

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

Frank Gibson, Program Manager, OSU Alber Enterprise Center 200 Maynard Hall 1461 Mt. Vernon Ave. Marion, Ohio 43302 740-725-6348 Gibson.363@osu.edu Jacqueline Fitzgerald, Director Hardin County Chamber Business Alliance (HCCBA). 34-4276710. 225 S. Detroit St., Kenton, OH 43326. 419-673-4131. jfitzgerald@hardinohio.org. Compliance Manager: Michele Timmons, President, EnvisionEdPlus. 1352 Shelby Circle Reynoldsburg OH 43068 mdtimmons1@gmail.com 614.893.7341

\* 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).

Project Outcome 1: student achievement Types of Data: Report Card Indicators; School Building Innovation Assessment; staff/ student

surveys ; staff PD participation; My voice survey Formative outputs (semester): academic progress indicators that will be measured by Report Card; staff and student perception surveys (pre/post); design team qualitative data Summative outputs (annual): same as above  
Project Outcome 2: Types of data: monthly/quarterly financial reports Formative and Summative outputs (quarterly): Treasurer financial reports - treasurers update Boards, Design Team and stakeholders and submit to ODE Project Outcome 3: Project Outcome 3: Transform systems (school, district and community) and significantly deepen current shared services model to more effectively meet the needs of all children and more efficiently utilize district and community resources. Types of data: Design Team plans, minutes from meetings, project management database, principal walk throughs, participation at PD, access to technology home/school, business partnerships, student engagement, PD modules created; successes/challenges Each semester evaluation team will use data above to identify progress toward goals and make recommendations for improvement. At the end of the year, evaluation team will provide report outcomes reached.

\* 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.

Evaluation Team will co-create database to monitor process/outcomes data and meet twice per month to review progress and address problems. Grant Manager will meet twice per month with contactors in charge of facility project to ensure capital project is on time/within budget. Fiscal Director will meet with Grant Manager monthly to assess cost reduction progress. Monthly Boards of Education & Project Leadership Team reports will be provided. Design Team will oversee project as a whole, with significant support from superintendents and Compliance Manager. Progress Monitoring Systems: Database will track all professional learning activities, staff involvement in project activities. Database will also track purchases, use/availability of space/ tech access. A gantt chart will be used to establish & visually monitor timeline. Grant Manager & Fiscal Director will issue monthly report to Boards on progress and next steps. Staff and student perception surveys (Aug 2014, June 2015, annually thereafter). Design Team members will report monthly reports on building and district implementation successes and challenges. At the end of each semester, Evaluation Team will provide mid-year data report and Design Team can make course corrections as needed. Annually, Evaluation team will use Ohio Report Card Prepared for Success data to adjust process/outcomes for the following year. Monthly/Quarterly and annual Fiscal Director will meet with consortium superintendents and treasurers to discuss budget challenges/successes and recommend adjustments to ensure reduction outcomes are met.

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.

Rubric Item 15. How impressive and reasonable are the expected outcomes to be achieved by this initiative? Hardin Co Alliance' outcomes are both impressive and reasonable. It is impressive because this is a unique county wide approach to change. Districts are not only coming together to share services, but to develop a systematic approach to teaching and learning directly aligned to industry needs. Business and industry partners are not only actively involved in the process but The Chamber will manage project evaluation to ensure that there is continuous alignment between education and economic development. Over 20 partners have already committed to this journey and will be actively involved in moving this initiative forward. Hardin Co Alliance outcomes are reasonable because the districts are simply doing what is right for children and their community. Schlechty Center, who will lead the Design Team process, is internationally renowned for their engagement work. Connect Ohio's mission is broadband access for every Ohioan. They understand rural community needs and have access to resources that will enable the county to meet its local goal for every child, family and business to have broadband access. All other partners are also experts in their fields and have a passion for improving outcomes. As students are more engaged, their educational outcomes will increase. As their educational outcomes increase their capacity to earn a living wage increases. As living wage increases community strength grows. Districts are committed to collaboration and shared services. They understand that their communities cannot afford additional costs so they must think outside the box and implement strategies such as county wide tech services and partnering with a college to provide internships for students. Every aspect of the project is rigorous and yet achievable since partners are committed to the work. Rubric Item 16. How strong is the likely substantial impact and lasting value of the proposed project? As a result of this implementation, Hardin Co Alliance will meet or exceed their long term goal that all children are college and career ready. From their earliest ages, every student will experience a depth and breadth of college and career preparation that rarely occurs. Many schools have random acts of excellence but few schools use such a systematic and intentional approach. The most substantial and lasting impact of this work is that it sets the stage for all children in Hardin Co to grow up and become leaders and lifelong learners prepared to transform and invigorate their communities with enduring economic and social benefits.

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

Project Outcome 1: Hardin Co Alliance will collaborate across systems to ensure every child graduates college and career ready. K-8 Benchmark: District Report Card - AMO (Annual Measurable Objective) By June 30, 2015, Hardin Co Design Team will have a plan in place to significantly increase achievement for all children as measured by District Report Card AMO. By June 30, 2020, each Hardin Co elementary school will have significantly increased achievement for all children as measured by a 20% increase in District Report Card AMO as compared to 2013 District Report Card. HS Benchmark: Students will exceed Ohio's Prepared for Success benchmark. By 2015: Hardin County consortium schools will have plans in place (through system re-design initiative) to meet or exceed Ohio's Prepared for Success benchmarks. By 2020: Hardin Co high schools will meet or exceed Ohio's Prepared for Success Benchmarks for: ACT participation rate, number of graduates needing 1 or more remedial courses, number of students earning at least 3 college credits before HS graduation, number of students earning industry credentials before graduations, number of students receiving honors diplomas, AP participation rates and number of students scoring 3 or higher on AP exam.

\* Spending Reduction in the five-year fiscal forecast

Project Outcome 2: Consortium will reduce instructional costs by \$11,549,369 Benchmark: By June 30, 2016, instructional costs will decrease from \$48,142,521 (FY14) to \$46,181,764, resulting in a 4.07% decrease in operating budget. Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$24,601,206 in FY14 to \$23,767,544 in FY16 - Fringe benefit will reduce from \$9,781,065 in FY14 to \$9,622,927 in FY16 - Purchased service cost will reduce from \$7,758,484 in FY14 to \$7,540,652 in FY16 - Supply costs will reduce from \$1,582,004 in FY14 to \$1,565,879 in FY16 - Capital outlay will reduce from \$2,244,971 in FY14 to \$1,509,971 in FY16 - Other costs will reduce from \$2,174,791 in FY14 to \$2,174,791 in FY16 By June 30, 2020, instructional costs will decrease from \$48,142,521 (FY14) to \$45,667,118

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

\* Implementation of a shared services delivery model

Project Outcome 3: Transform systems (school, district and community) and significantly deepen current shared services model to more effectively meet the needs of all children and more efficiently utilize district and community resources. Short Term Benchmarks (June 30, 2015) 50 % Increase staff (self reported) capacity to implement targeted innovations 50 % increase staff (through walk thru observation) effective use of targeted innovations within classroom 5 # differentiated PD modules created 305# ( 75%) staff participating in differentiated PD 85% children PK (spec ed), K-12 access to technology at school 75% children PK (spec ed), K-12 access to technology at home 15# Business/Community partners engaged in K-12 classrooms 15% students reporting increased engagement in school (student survey) Long Term Benchmarks (June 30, 2020) 100 % Increase staff (self reported) capacity to implement targeted innovations 100% increase staff (through walk thru observation) effective use of targeted innovations within classroom 40 # differentiated PD modules created 400# staff participating in differentiated PD 100% children PK (spec ed), K-12 access to technology at school 85% children PK (spec ed), K-12 access to technology at home 30# Business/Community partners engaged in K-12 classrooms 25% students reporting increased engagement in school (student survey)

\* 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

Provide explanation of time and effort it would take to implement the project in another district, Hardin Co Alliance work is highly replicable, but will take significant commitment by a district and its partners. The Schlechty Center has been supporting leaders in transformative efforts for many years and their work is highly replicable. Oftentimes they have multiple year engagements in order to create the lift essential to true transformation. Schlechty Center's Design Team process that will be used in Hardin Co will be a 6 year commitment. The other PD projects will take an average of 3 years to scale and refine. Connect Ohio is a statewide initiative dedicated to increasing broadband access. Their supports are available to communities across the state and they can be engaged for short term or long term periods depending upon the depth of assessment and support needed. Hardin Co is partnering with them for 6 years because there are significant access gaps in the county which need addressed and it will take multiple years to work through the process to achieve the goal of access for all. Shared service efforts do not necessarily take time, but effort and commitment to collaboration are essential. District leaders must be willing to give up a little control in order to focus on the greater good. This can be a huge barrier in some communities. Fortunately, leadership within the consortium is committed and collaborative. Any plans to share lessons learned with other districts. Hardin Co Alliance is partnering with Auglaize ESC for professional development coordination. Auglaize ESC leadership is very interested in following the success of this work and sharing it with their other ESC partners. Districts welcome opportunities to share lessons learned through visitations, informal storytelling and conference presentations. District leaders will submit proposals to Ohio education and community development conference in an effort to ensure their story is told across Ohio. 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. Every aspect of the Hardin Co Alliance is replicable and together it has the capacity to be a true model for community transformation. As the Hardin Co Alliance grows, we believe the two remaining districts will also join in the effort to transform teaching and learning - and revitalize their communities. Hardin Co Alliance's county wide tech department and joint-JVSD hub for Career Tech services are two unique shared service strategies that are clearly beneficial to districts across Ohio. Even communities that aren't ready for total transformation can replicate these two strategies. Rubric Item 17. continuation of the project at the end of the grant period The Design Team work is the start of transformation that will last well beyond the grant and sustainable period. As described in financial sections #12-#15, Hardin Co Alliance is not relying solely on grant funds for continuation, each district is committing local resources to this work. Districts are investing \$1,068,617 in local funds to sustain this work. Even as they invest their funds, they are still documenting \$11,464,369 in reductions by 2020. On average, the consortium will save more in 1 year than they need to invest in sustainable costs over the life of the project. These small, rural districts have such a deep commitment to collaboration that the cost reductions they are projecting will actually save the consortium 4% in FY15 and over 5% by 2020. These savings alone demonstrate that the project can and should continue long term.

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

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

I agree, on behalf of this applicant, 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). Jennifer Pensczarski, Superintendent Kenton City Schools Emmy Beeson, Superintendent Ridgemont Local Schools Doug Roberts, Superintendent Hardin North Local Schools Suzanne Dramer, Superintendent Ada Exempted Village Schools

Consortium

Kenton City (044172) - Hardin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Suzanne	Darmer	419-634-6421	darmers@ada.k12.oh.us	Ada Exempted Village	045187	725 W North Ave, Ada, OH, 45810-1176	
Deb	Wortman	937-599-3010	dwortman@ohiohipoint.com	Ohio Hi-Point Career Center	051334	2280 State Route 540, Bellefontaine, OH, 43311-9508	
Emmy	Beeson	937-354-2441	beeson@ridgemont.k12.oh.us	Ridgemont Local	047506	PO Box 86, Ridgeway, OH, 43345-0086	
Doug	Roberts	419-759-2331	doug.roberts@hardinnorthern.org	Hardin Northern Local	047498	11589 State Route 81, Dola, OH, 45835-9706	

## Partnerships

Kenton City (044172) - Hardin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jacqualine	Fitzgerald	419-673-4131	jfitzgerald@hardinohio.org	Hardin County Chamber and Business Alliance (HCCBA)		225 S. Detroit St., , Kenton, Ohio, 43326	
Lindsay	Shanahan	614-220-0190	LSanahan@connectednation.org	Connect Ohio		51 Jefferson Ave, Suite 100, , Columbus, Ohio, 43215	
Michele	Timmons	614-893-7341	mdtimmons1@gmail.com	EnvisionEdPlus		1352 Shelby Circle , , Reynoldsburg, Ohio, 43068	
Jenny	Hooie	614-580-4497	jen@i-d-innovations.com	Instructional Design Innovations		6617 Dublin Road, , Delaware, Ohio, 43015	
Ann	Harvey	419-738-3422	aharvey@auglaizeesc.org	Auglaize County ESC	045930	1045 Dearbaugh Ave Ste 2, Wapakoneta, OH, 45895-9247	
Steve	McCammon	253-670-4953	smccammon@schlechycenter.org	Schlechy Center		950 Breckenridge Lane, Suite 200, , Louisville, Kentucky, 40207	
Kathy	Meyer	614-488-3459	kathy@partnershipsmakeadifference.org	Partnerships Make a Difference		1601 W. Fifth Ave. #106 , , Columbus, Ohio, 43212	
Donovan	Goode	800-323-904	Donovan_Goode@discovery.com	Discovery Education		One Discovery Place, , Silver Springs, Maryland, 20910	
Frank	Gibson	740-725-6345	Gibson.363@osu.edu	OSU Alber Enterprise Center		200 Maynard Hall, 1461 Mt Vernon Ave., Marion, Ohio, 43302	
Matt	Jennings	419-674-4998	mjennings@questfcu.com	Quest Federal Credit Union		12837 St. Rt 68 South, , Kenton, Ohio, 43326	
David	Haushalter	419-674-4152	dave@robfin.com	Robinson Fin		13670 St. Rt. 68 South, , Kenton, Ohio, 43326	
Steve	McCullough	419-673-0767	mcculloughm@kentoncitieschools.org	McCullough Industries		13047 County Road 175, , Kenton, Ohio, 43326	
Brett	Bahr	419-673-0711	bret.bahr@ipaper.com	International Paper		1300 S. Main St, , Kenton, Ohio, 43326	

Debra	McCurdy	419-995-8200	mccurdyd@rhodesstate.edu	Rhodes State College		4240 Campus Drive, , Lima, Ohio, 45804	
Juliet	Hurtig	419-772-2032	j-hurtig@onu.edu	Ohio Northern University		525 S, Main St., , Ada, Ohio, 45810	
Kelly	Richards	419-634-7000	kelly_richards@adatechinc.com	Ada Technologies Inc.		805 E. North Ave., , Ada, Ohio, 45810	
Susan	Inman	207-874-7472	inman@qsia.org	Quaglia Institute for Student Aspirations		29 Falmouth St, , Portland , Maine, 04103	
Judy	Wells	419-998-2908	judy.wells@apollocc.org	APOLLO CAREER CENTER	005547	3325 SHAWNEE RD, LIMA, OH, 45806-1454	

Implementation Team

Kenton City (044172) - Hardin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Del Con
Steve	McCamon	Schlecty Center Consultant	Dr. Steve McCamon, Schlecty Center Role (for this grant project): Serve as a conduit between the educators named in the grant and the staff/staff development providers at the Schlecty Center. He will work with the participants to design implent and monitor the success of the goals that are stated in the grant application.	Relevent Experience: Worked as a senior associate at the Florida Department of Education in the Office of School Improvement, providing technical assistance to low performing schools and school districts across the state.	He was the principal and superintendent of the Fife School District in Tacoma Washington, and was among the first school districts to join the Standard Bearer School District Network.	
Kathy	Meyer	Co-Director, Partnerships Make a Difference	Kathy Meyer, Co-Director, Partnerships Make a Difference Role (for this grant project) The Legacy Consulting Group of Partnerships Make A Difference will provide the following professional development/consulting services to support successful Service-Learning/Project Based Learning implementation by K-12 staff members of the (name partners). Conduct (provide approximate number) sessions of Service-Learning/Project Based Learning training for (list who) and technical assistance as needed.	Partnerships Make A Difference was founded in 1996 by experienced and committed educators whose mission is to help young develop a sense of passion and purpose for their own learning, and to enhance students' belief that they can positively impact their own lives and the lives of others. Toward that end, our organization has successfully focused on helping schools and community organizations strengthen such program areas as Project Based Learning, service-learning, career development, substance abuse prevention, dropout prevention, and character education. Currently, the major focus of Partnerships is to promote and expand the use of PBL/service-learning as a strategy for instructional improvement, student empowerment, and positive community impact.	Categories of Assistance/Service - in general, our organization provides support to schools and community organizations via: professional development/training to help educators increase their skills and tools re: PBL/service-learning and other effective teaching strategies; program design, curriculum/materials development, hands-on technical assistance and other services to support successful service-learning implementation;	
Frank	Gibson	Program Manager, OSU Alber Enterprise Center	Name and Title: Frank Gibson, Program Manager, OSU Alber Enterprise Center Role (for this grant project) Grant partner in the evaluation of Ridgemont Local Schools work with the Hardin Co. Business and Chamber Alliance (an outside evaluator).	The Ohio State University Alber Enterprise Center is a member of the Hardin County Chamber & Business Alliance (HCCBA) and has served on the Education & Economic Development Committee for the past seven years.	We have collaborated with HCCBA on 3 different grants (2010, 2012 and 2013) that have focused on connecting business with education and workforce related issues. We have just received notice that we will receive a 4th grant that includes HCCBA and 3 other counties (Crawford, Marion and Wyandot) that will also focus on development of skilled labor in advanced manufacturing. Our Center has had fiscal responsibility for 3 of the 4 grants	

					that also includes evaluation and reporting impact. We first started collaborating with Ridgemont Local Schools during the implementation of the 2010 grant and have been collaborating with them since.
Dr. Suzanne	Darmer	Superintendent of Ada Exempted Village School District	<p>Dr. Suzanne Darmer, Superintendent of Ada Exempted Village School District Responsibilities (for this grant project):</p> <ul style="list-style-type: none"> <li>Serve as a consortium member and innovative school district leader to position school districts in Hardin County for transformation;</li> <li>Facilitate all district level project activity and empower school building leaders;</li> <li>Collect and analyze data to monitor and adjust for ongoing student success;</li> <li>Share results with consortium and school community</li> </ul> <p>Qualifications: Seven years as a Superintendent; Member of the Schlechty Center's National Superintendent's Institute; 2011 Betsy M. Cowles Women in Leadership Award; Facilitator of District's Ohio Improvement Process and Quaglia Institute for Student Aspirations; Led the District in attaining District Accreditation through AdvancED; Serve on Ohio Leadership Advisory Council (OLAC); Committee member of the Ohio Committee of Practitioners, a state level advisory board for Elementary and Secondary Education Act (ESEA)</p> <p>Prior Relevant Experience: Seven years experience as an Assistant Superintendent in charge of curriculum and assessment; facilitated school reform to build systems capacity; 9+ years experience serving economically disadvantaged students as Federal Programs</p>	<p>Qualifications: Seven years as a Superintendent; Member of the Schlechty Center's National Superintendent's Institute; 2011 Betsy M. Cowles Women in Leadership Award; Facilitator of District's Ohio Improvement Process and Quaglia Institute for Student Aspirations; Led the District in attaining District Accreditation through AdvancED; Serve on Ohio Leadership Advisory Council (OLAC); Committee member of the Ohio Committee of Practitioners, a state level advisory board for Elementary and Secondary Education Act (ESEA)</p>	<p>Prior Relevant Experience: Seven years experience as an Assistant Superintendent in charge of curriculum and assessment; facilitated school reform to build systems capacity; 9+ years experience serving economically disadvantaged students as Federal Programs Coordinator; Served two terms as the President of Ohio Association of Administrators of Federal Programs; Principal for 4 years; Adjunct Faculty at the University Level for 3 years</p>

			Coordinator; Served two terms as the President of Ohio Association of Administrators of Federal Programs; Principal for 4 years; Adjunct Faculty at the University Level for 3 years			
Doug	Roberts	Superintendent, Hardin Northern Local	Hardin Northern Doug Roberts Responsibilities (for this grant project): coordinate all district/building level project activities; monitor staff participation and support staff adapting to new instructional/operational strategies; monitor achievement and shared service data	Qualifications: Twenty-five years administrative experience, ten as a Middle School Principal, four as a High School Principal, and eleven as a District Superintendent; Facilitator Ohio Improvement Process; Experience in CCIP, budgeting and staffing.	Prior Relevant Experience: Led a district in a successful operating levy; led two districts to an "Excellent" rating on the State of Ohio Report Card. Implemented all new policies for district; worked with district treasurer to implement numerous local, state, and federal grants. Began 1:1 program at present district.	
Lindsay	Shanahan	Connect Ohio Consultant	Connect Ohio's role is to identify and address the barriers to off-campus connectivity for all students to fully leverage online learning tools.	Connect Ohio is a non-profit organization that has led the effort to expand broadband access, adoption, and use in Ohio since 2008. In 2009, Connect Ohio initiated the Every Citizen Online program (ECO), designed to stimulate broadband adoption in Ohio by building awareness, developing strategic partnerships, and conducting training sessions at libraries, community colleges, and other community anchor institutions throughout the state. Training included instruction in the use and maintenance of computer components, maneuvering the Internet, and practical applications of broadband access. The project also involved a statewide PSA campaign to raise awareness about digital literacy and the relevance of technology. The program provided over 1 million hours of training to 43,000 Ohioans in basic computer skills, with 87% of trainees expressing an interest in adopting broadband service within a year or less of training completion.	Through years of experience addressing the barriers to broadband expansion and utilization, Connect Ohio and Connected Nation have recognized that successful achievement of student learning objectives is often hampered by lack of at-home Internet access.	
Auglaize Co ESC	To Be Named	Project Director	Project Director will coordinate all project activities. S/he will receive a consultant contract from Auglaize Co ESC to coordinate all project activities during the grant (FY15) and sustainability period (FY16-FY20). S/he will	Qualifications: Hardin Co Alliance will contract with Auglaize Co ESC to provide a Project Director and will be hired upon award. Project Director will have a strong background in educational innovation and project management. A deep understanding of rural school needs and a passion for	Experience: Project Director will need to have experience in education and project implementation and a successful record of project management and grant management.	

			<p>facilitate consortium planning meetings, coordinate and schedule professional development and work closely with principals, Grant Manager and Design Team to monitor progress, collect, analyze and report progress/evaluation. Project Director will be the primary contact with vendors and partners, speaking on behalf of Hardin Co Alliance. S/he will meet regularly with Grant Manager, Evaluation Team and Project Leadership Team to review progress, recommend changes to processes when/if outcome measurements are not being met or as challenges arise. Together, Project Director, Grant Manager and Fiscal Director and Evaluation Team will ensure the project outcomes are met and finances are expended on time/within budget. S/he will ensure districts and partners adheres to Assurances.</p>	<p>ensuring all students graduate college/career ready will also be expected. A Bachelor's degree or significant project management experience is required</p>	
Tracy	Hiller	Treasurer/CFO, Project Finance Director	<p>Name and Title Tracy Hiller Treasurer/CFO, Project Finance Director Responsibilities (for this grant project)ensure fiscal expenditures on time/within budget; revise budget as needed; complete fiscal reporting; communicate expenditures to Board.</p>	<p>Qualifications: 12 years as a Treasurer</p>	<p>Prior Relevant Experience: Fiscal agent overseeing expenditures and budget for the RttT grant and Innovative Project grant, Federal programs and a 24 million OFCC project</p>
Debra	Wortman,	Satellite Director, Ohio High Point	<p>Debra Wortman, Satellite Director Responsibilities (for this grant project); collaborate with partners/consortium members;implement and supervise career tech satellite program She willprovide guidance and recommendations on curriculum implementation, courseofferings, and solutions for removing barriers to scheduling and executingdistance</p>	<p>Mrs. Wortman has a strongbackground in career technical education serving students as a teacher and anadministrator for over 25 years. Duringthat time she has demonstrated leadership to embed satellite career technicalprogramming in our partner school districts. Students and teachers have been recognized on the national level becauseof her strong leadership in curriculum, instruction, and finance.</p>	<p>Career Technical Business Teacherfor 15 years, Satellite Supervisor and Director for 10 years. Mrs. DebraWortman has implemented all Satellite programming for Ohio Hi-Point CareerCenter since 2004.</p>

			learning.		
Jennifer	Hooie	Instructional Design Innovations	Instructional Design Innovations, Dr. Jennifer Hooie Role build cross district capacity to create digital content and integrate technology to improve academic achievement and improve professional learning of all staff.	Qualifications: PhD in instruction in online learning, former teacher, principal, district administrator; Author - Blend in 7 Days (instructional strategies for blended learning)	Experience: leading expert in blended/online program design. Online graduate classes focus on low cost, innovative solutions for classroom teachers.
Ann	Harvey	Superintendent Auglaize County Educational Service Center	Ann Harvey, Superintendent Auglaize County Educational Service Center Role (for this grant project): Hardin County Design Team Member who will work in collaboration to provide high quality professional development for the consortium. ACESC will serve as the fiscal agent for the consortium's shared professional development service throughout the term of the grant.	Relevant Experience: Experience with multi-school district STEM grants over a five year period-as a Design Team member-monthly meetings for planning and implementation, Inquiry based curriculum development for grades K-12, career tech experience @ Vantage Career Center (served as Career-Development Coordinator), Supervisor of Trade and Industry Department, Fiscal Agent, and Professional Development provider	Relevant Experience: Experience with multi-school district STEM grants over a five year period-as a Design Team member-monthly meetings for planning and implementation, Inquiry based curriculum development for grades K-12, career tech experience @ Vantage Career Center (served as Career-Development Coordinator), Supervisor of Trade and Industry Department, Fiscal Agent, and Professional Development provider
Matt	Jennings	CEO Quest Federal Credit Union	Matt Jennings, CEO Quest Federal Credit Union Role: Communicate the vision across the community and collaborate with other business partners in the community to develop a plan of action to successfully change the educational opportunities and equity in high quality broadband access for our students and community.	Relevant Experience: Quest Federal Union was conceived by and built by local hardworking individuals who knew that they could make a difference in the lives of their families and the lives of people in our community.	The credit union has been working hard with many area schools to bring financial literacy programs online to assist in instructing our youth on how to save, budget, and borrow wisely.
Debra L.	McCurdy	President, Rhodes State College	Dr. Debra L. McCurdy, President, Rhodes State College Role (for this grant project) Rhodes State will collaborate with Kenton City Schools and Hardin County Business partners to develop a plan to enhance educational opportunities for Kenton City and Rhodes State College students. We plan to establish coop experiences for the second phase of grant application that would support the help desk and the technology team	Relevant Experience Rhodes State College offers five majors in Information technology. The college has a strong history of innovation in IT with both Microsoft and Cisco Academies on Campus.	Network Major prepares students for certifications exams in A+, Cisco Certified network Associate, CISCO CCNA Security, Microsoft Certified IT Professional, Microsoft Certified Technology Specialist, Linux+, Network + and Security +.

			at Kenton City schools.		
Jennifer	Penczarski,	Grant Manager - Kenton City Superintendent	coordinate all district/building level project activities; monitor staff participation and support staff adapting to new instructional/operational strategies; monitor achievement and shared service data	4years as a Superintendent and facilitator of the Ohio Improvement Process, 5years experience as a Building Principal and School Improvement Coach forEconomically Disadvantaged Students and Students with Disabilities, DistrictTechnology Integration Leader PriorRelevant Experience: Led the district in successfulbond issue to build 21st century facility for all PK-6 students; reassesseddistrict policies, practices and funding streams to more effectively shareservices reducing long term operational costs; lead the district wide 1:1blended learning tech initiative in two districts; brought the Asia SocietyISSN model to KCS through the RttT Innovative grant	Prior Relevant Experience: Led the district in successful bond issue to build 21st century facility for all PK-6 students; reassessed district policies, practices and funding streams to more effectively share services reducing long term operational costs; lead the district wide 1:1 blended learning tech initiative in two districts; brought the Asia Society ISSN model to KCS through the RttT Innovative grant
Michele	Timmons,	Compliance Manager	oversee project evaluation and support HCBCA in completingproject evaluation activities to ensure project is completed in accordance withgrant requirements	AsFounder and President of EnvisionEdPlus, Michele Timmons and an amazing team ofInnovation Specialists have experience supporting support school and communityleaders in Ohio, Kentucky and Michigan envisioning a new educational system fortoday's schools PLUS offer expert grant writing and research support to assistschools and non-profits as they implement their vision. She has authored nearly\$19,000,000 in funded grant applications for schools and non-profits in Ohio,Michigan and Maryland. She has experience as a federal and state grant reviewer(Ohio and Michigan). Mrs. Timmons ledMuskingum Valley Educational Service Center's award winning Care Team Collaborative which supported 15 schoolsin 6 Ohio counties as they implemented a Comprehensive Systems of LearningSupports to address academic and non-academic needs of all children. Timmons isalso a Buck Institute for Education National Faculty Candidate (Cohort 2014)and a Search Institute trained facilitator. She has worked in public education, non-profit and the private sector andclearly understands how schools, non-profit and industry can collaborate toimprove systems which will expand resources/supports for children	Mrs. Timmons is a career educator with over 23 yearsexperience as a teacher, principal, district administrator, charter schoolfounder and educational service provider. While working for the KnowledgeWorksFoundation, she served as the Manager of Partnership Development and TechnicalAssistance Coach at EDWorks and developed a deep understanding of innovation,collaboration and problem solving from a school and systemic approach. At EnvisionEdPlus, she has taken thoselessons and developed a series of tools and trainings which build localcapacity to assess their progress towards innovation and create/implement educational systems to disruptive systems. Michele Timmons' administrative careerstarted at Maysville Local School District, a small rural district insoutheastern Ohio where she he ledschool re-design and innovation efforts at the middle and high schoollevels.While at Maysville, Mrs. Timmons founded Foxfire Center for StudentSuccess, one of Ohio's first and longest running charter schools. Foxfire'sdesign and strong focus on achievement for all brought it recognition by the USDepartment of Education as a Model DropoutRecovery School. Her Care TeamCollaborative work received 9 state and national awards for best and

				as well as improve the bottom line for each partner.	promising practices addressing non-academic barriers to learning by collaborating across sectors.	
Emmy	Beeson	Superintendent, Ridgemont Local	Ridgemont, Emmy Beeson Responsibilities (for this grant project): coordinate all district/building level project activities; monitor staff participation and support staff adapting to new instructional/operational strategies; monitor achievement and shared service data	5 years as a Curriculum Director with Assistant Superintendent Responsibilities, 5 years District Test Coordinator, 4 years District Superintendent, facilitator of the Ohio Improvement Process in 2 districts, advance interpersonal skills for collaborations and leadership	Grant recipient and Coordinator of the AVID Grant through RtT Initiatives, Lead the writing and implementation of Ridgemont's RtT Scope of Work, strong past working relationships with 2 of the professional development vendors, Founder and Facilitator of 12 District Communication Consortium.	
Hardin Co Chamber	of Commerce and Business Alliance	Evaluation/Industry Liaison	Hardin Chamber of Commerce and Business Alliance Role (for this grant project): coordinate business participation in the various activities throughout the consortium, help develop the business side of the evaluation committee to ensure that the goals of the grant are being met	Relevant Experience: offers business incentives to encourage investments driving business growth/job creation by enhancing operating effectiveness/creating new jobs through business growth/expansion.	Relevant Experience: offers business incentives to encourage investments driving business growth/job creation by enhancing operating effectiveness/creating new jobs through business growth/expansion.	