### Budget

**Medina City SD (044388) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (227)**

**U.S.A.S. Fund #:**

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation** 0.00

**Remaining** -5,038,180.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Learn21 edWise platform

2. Executive summary: Please limit your responses to no more than three sentences.
This proposal seeks to develop and deploy in 10 Ohio school districts across the state a cloud-based software platform from the perspective of educators that will remove the gap between isolated data systems by centralizing access to student data. The edWise platform will eliminate the time-consuming work of obtaining, processing, and analyzing student data - ultimately minimizing duplication of work and hours spent on data management, thus saving money and putting more dollars back into the classrooms serving 36,627. The project advances the work of Learn21, the five-year-old shared services technology collaborative of 22 Ohio school districts and will ultimately benefit all Ohio districts.

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

3. Total Students Impacted:
36,627

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

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

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

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

   First Name, last Name of contact for lead applicant
   David Knight

   Organizational name of lead applicant
   Superintendent

   Address of lead applicant
   140 West Washington St., Medina OH 44256

   Phone Number of lead applicant
   330-636-3010

   Email Address of lead applicant
   knightd@mcsoh.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
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

"In the past 10 years, public education has seen an explosion of data," writes Education Northwest Magazine in 2011. "From the classroom to the district office to the state department, data are now being collected, analyzed, and used to inform nearly every aspect of educational practice." But the explosion of data and the desire to have all education stakeholders use it to improve performance have outstripped the tools available to easily collect, access and make sense of the data. There are systems and software around data, but they often don't talk to each other or to people very well. And they don't get to all of the data that could be made available in a way that stakeholders can use them. Consider a teacher with a struggling student. She could access ProgressBook for grades, but to get grades from another teacher, she might need to contact them. To find out how her student did last year, she would likely have to get the main office to access DASL, the student information system. Any attendance, discipline and medical information might also be in DASL. If she wanted to see student assessments, she might have to log into MAP or AIMSWeb. For state assessments, she is back to DASL, or she could make a phone call to a district data manager. A record of previous interventions for that student is probably on paper in a folder in the main office, or in the computer of the teacher of record. Once all that data is acquired, she can then begin organizing the data into complete picture. This is not a simple task.

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

"The technology is five years behind where it needs to be." Education Innovator Michael Horn observes that this is a common complaint about technology at the outset of any industry. Writing in Forbes Magazine in 2012, Horn observes that technology initially "tends to be immature and not yet good enough for the majority of users." Then, technology providers improve the products, but in doing so, they make them proprietary and interdependent. This creates siloes of data, and systems don't work well with other systems to integrate data for a complete picture of performance. That means for users to, say, get a full picture of a struggling student is nearly impossible. This proposal seeks to develop and deploy a cloud-based software platform from the perspective of educators that will remove the gap between isolated data systems by centralizing access to student data. This platform, edWise, will eliminate the time-consuming work of obtaining, processing, and analyzing student data - ultimately minimizing duplication of work and hours spent on data management. The proposal will be carried out for educators by educators. Learn21, a unique five-year-old collaboration of Ohio school districts, which includes the 10 grant applicants, has both the technological expertise and the perspective of educators to develop the right tool at the right time. edWise will empower teachers and administrators to access student information that is tailored to the needs of each role in the district. Student data will be delivered to educators as a portal - a single place that can aggregate data points into a holistic student profile and allow them to then relate instruction, assessment and achievement data. This allows educators to see the whole student - quickly and effectively - and make informed data-driven decisions. The edWise architecture, building on a successful prototype, will also facilitate extension and customization through the development of modules that will bring further efficiencies. And edWise will be a system independent platform, which ensures stability and sustainability. The result will be savings for these districts serving 36,627 students through greater productivity - delivered by a shared-service collaborative that has been saving its members money on technology for years. And the larger goal, with the support of Straight A funds, is to make edWise available to all Ohio districts, so that more educators have access to meaningful data.

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.)

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

The 10 school districts in this proposal will save a total of $724,441 a year, or $3,622,205 over the five years after the grant period (FY 16- FY20.) Learn21, the five-year-old collaboration of 22 school districts in Ohio to share technology expertise, will develop for the 10 consortium members the edWise platform during a three-year package of technology services. Each of the districts will receive the services of Learn21 staff to develop the successful prototype of the platform into a scalable product and then integrate the platform into their systems. All other entities in this grant application will provide support and oversight of the project, including project management, outreach and advocacy, and evaluation. The project management team will create and implement a workflow plan to ensure that resources are applied effectively and the project is developed on time and on budget per the grant guidelines. The creation and implementation of the edWise platform will eliminate the need for costly data entry, data reporting, time spent learning how to navigate multiple data systems, and the printing and copying of paper.
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
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.

5,038,181.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Below is the budget narrative. All funds would be paid out by June 30, 2015 in accordance with Straight A Fund guidelines. The project includes a three-year development package from Learn21 to the consortium member districts and a three-year project management package from Smarter Schools. PERSONAL SERVICES - $0 PURCHASED SERVICES - $4,618,181 Support $3,196,581 - Provides $2,881,760 in a three-year package to the 10 applicant districts to support the development of the edWise software by Learn21. Includes Learn21 consulting fees, development tools, web-based software development, and mobile application software development. Provides $314,821 to the 10 applicant districts for integration services by Learn21, which includes technology maintenance and support, technology integration between district third-party systems, and hosting of edWise tool and district data. $85,000 - Provides $35,000 to Smarter Schools for writer, editor, and graphic designer to research and deliver a public report on how the innovation was developed. Provides $50,000 to implement civic outreach plan to build support among local stakeholders. Governance/Administration $297,021 - Provides support to the University of Cincinnati Economics Center for evaluation of the grant-funded project. This is a three-year evaluation package paid in advance ($140,709 in Year 1, $78,156 in Year 2, and $78,156 in Year 3.) $473,016 - Provides support to Smarter Schools, for grants and project management and oversight, Includes overhead for Smarter Schools. Provides $15,000 for staff time to conduct monthly site visits for grant compliance. Amounts cover all travel and expenses for contractors Professional Development $516,562 - Provides to each of the 10 consortium members a 3-year package of professional development from Learn21 to help staff develop, test and deploy edWise platform. Amount covers all travel and expenses for the contractor. $50,000 - Provides support to Smarter Schools to plan and create learning exchanges in which schools and districts near the consortium members will visit and learn about progress and challenges of shifting to blended learning. SUPPLIES & MATERIALS: $240,000 Instruction $1,420,000 - Provides support to each of the 10 consortium members to purchase a district technology survey tool (Clarity) to survey instruction data use and develop metrics. Also provides support to purchase curriculum and assessment software for instructional use in edWise platform. CAPITAL OUTLAY - $0 TOTAL PROJECT COSTS: $5,038,181

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
14. Will there be any expected savings as a result of implementing the project?

| Yes |

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.

3,622,205.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain why (i.e. maintenance plan included in purchase price of equipment).

The 10 school districts in this proposal will save a total of $724,441 a year, or $3,622,205 over the five years after the grant period (FY 16-FY20). Learn21, the five-year-old collaboration of 22 school districts in Ohio to share technology expertise, will develop for the 10 consortium members the edWise platform during a three-year package of technology services. Each of the districts will receive the services of Learn21 staff to develop and then integrate the platform into their systems. All other entities in this grant application will provide support and oversight of the project, including project management, outreach and advocacy, and evaluation. The project management team will create and implement a workflow plan to ensure that resources are applied effectively and the project is developed on time and on budget per the grant guidelines. The development and implementation of the edWise platform will eliminate the need for costly data entry, data reporting, time spent learning how to navigate multiple data systems, and the printing and copying of paper reports. The specific reductions will come from the following areas: (1) Elimination of duplication of effort, (2) consolidation of purchasing for data analysis and management tools, (3) decrease in the use of printing supplies (paper, toner, machines, etc.), (4) decrease in personnel costs for data administrators and managers, (5) decrease in professional services for data reporting and integrations, (6) decrease in professional development and utilization of substitute teachers, and (7) better staff evaluations of performance and effectiveness by principals. Here are the specific savings and reductions for the districts in this proposal: 1. Reduction of $356,000 in personnel costs with the elimination of database administrators, education assistants to enter data, and reduction in secretarial time for data entry and reports. This is estimated to be a reduction through attrition of 5 to 10 FTEs across the consortium districts over the next five years. 2. Reduction of $261,621 in substitute teacher costs for teachers who no longer need to attend data management meetings. 3. Reduction of $4,249 in the cost of printing and paper of student reports annually. 4. Elimination of $25,000 in cost of obsolete software. 5. Elimination of $77,571 in planned software purchases. The specific amounts for each district can be found in the Financial Impact Tables. Not all of the cost savings can be easily quantified. We expect a great deal of improvement in efficiencies, making routine tasks easier and less time consuming, and finding that available data makes educational approaches more effective. Included among the savings that are not easily quantified are efficiencies that are expected to result in school districts that do not have a student electronic reporting system. All work for input of data and collection and reporting is currently done by hand. + Mason - various tools housing student data without staff access, systems integration and student data reports. + Mariemont, Wyoming, Deer Park, Finneytown, Steubenville, Delaware Area Career Center - Worker productivity increases and efficiency in use of personnel time as they access electronic records and workflows. Through the increase in process automation, we will have the opportunity to re-evaluate existing processes and look at ways to reduce staffing through attrition and repurposing staff resources to be more effective.

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

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

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium. Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

This project is self-sustaining. It results in cost savings of $3.6 million over the next five years (FY16-FY20) and does not result in any ongoing costs for the members of the consortium grant application, as noted in responses to Questions 13 and 14 in this application. The 10 school districts in this application belong to a larger shared-service entity, Learn21, that is shepherding the development and deployment of the
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range Fall 2013 to August 2014

The planning period for this project began in earnest Nov. 2013 and will continue through April 2014. The project built on a successful prototype of the edWise platform in Sycamore in 2010 that set the current proposal in motion. Important Milestones November 2013 + Enlist pilot districts: Original vision meeting with pilot districts to share project vision. Coordination of monthly meetings. Scope of work identified. + Begin development of working version of edWise IIS (ongoing) December 2013 + Initial steps in development of edWise framework: a) Assessment Builder created, with question types developed (essay, true/false, multiple choice); b) Authentication conducted c) Print assessments developed d) Loaded Common Core and ODE standards and e) Aligned assessments to standards. January 2014 - February 2014 + Enlist grant districts March 2014 - April 2014 + Communication/presentation of product vision with consortium + Requests for inclusion created and completed + Application of Interest in Straight A Fund completed + Collection of key contacts from each consortium member + Contact with project manager and delegation of responsibilities in providing information needed for grant. + Data collection and grant drafting. + Engagement with each consortium member on financial analysis. + Contact with evaluation provider for grant, identifying objective areas of performance that will be evaluated. Receiving evaluation process for project. April 2014 - May 2014 + SIS Integration for Teachers, Students, class schedules + Electronic delivery to classes + Student data reporting on assessment data + Classroom data reporting on assessment data + Pilot and wire framing Student Profiles May 2014 - August 2014 + Data imports for State assessments + Data imports of third-party assessments + Data Reporting for Building/District Admins + LTI Support

* Anticipated barriers to successful completion of the planning phase

The significant barriers include the following (1) Getting timely access to Student Information System data from SIS software providers, (2) Keeping information flowing between and among all consortium members and project team, and (3) Reserving time within the districts and Learn21 to develop the plans and prepare the grant proposal for the Straight A Fund. Here is how we addressed or plan to address the barriers: 1. Learn21 worked closely with each of the client districts and involved them in communications with the SIS software providers, so the providers knew that their customers had a strong interest in sharing the data to create this platform. 2. Medina and other districts relied on Learn21 (Bill Fritz and Kevin Ghanous) to establish regular communications with them during the planning phase. 3. The serious time crunch (balancing day-to-day needs with planning for future projects) was addressed for the districts by designating Learn21 and its staff the lead in moving along the planning process for them. Learn21 built capacity by engaging Smarter Schools as a partner to help prepare the grant materials and provide additional elements to enhance the proposal (project management, communication and evaluation through the University of Cincinnati Economics Center.)

18. Implementation - Process to achieve project goals

* Date Range July 2014 to June 2017

The significant planning period for this project began in earnest Nov. 2013 and will continue through April 2014. The project built on a successful prototype of the edWise platform in Sycamore in 2010 that set the current proposal in motion. Important Milestones July 2014 + Each district will walk through an OGSM (objectives, goals, strategies and measures) process that includes: analysis of current data sets, setup of edWise, data integration, data literacy goals and a professional development plan. Survey of each member district's current data systems July 2014 - Nov 2015 + Development of Student Profiles: Providing teachers and administrators direct access to common elements of a student including: demographics, schedule, grades, attendance, discipline, test scores, and student standing for fees, library usage, and LMS usage. Nov 2015 - Dec 2015 + Development of Parent Portal: A gateway into their child's progress. Ability to provide direct access to attendance, discipline, testing data, student fees, library usage, and meal account balances. Jan 2015 -
June 2015 + Development of Curriculum Builder: Providing a suite of tools for teachers to construct curriculum maps, standards alignment, learning objectives, units, activities, assessments and resources. Can be used to build lesson plans and assisting teachers with standards or concepts. July 2015 - June 2016 + Development of Referral Management: A workflow based module that would enable teachers and administrators to complete a paperless process of submitting and reviewing referrals. Reports could be generated from these referrals. When available, data could be automatically pushed into DASL/SIS. + Development of Rti Tracking: Enabling teachers and staff to document and progress monitor students. Tools could be used to build a community around a student including: coaches, support staff, counselors, etc. + Development of Data Analytics: Tools for searching and analysis of data around students. Helps to quickly identify students who need intervention or are exceeding expectations. Data could include attendance, discipline, grades, student services standing, demographics. Dynamic analysis of student data by m

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

* Date Range August 2014 to June 2017

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

Important Milestones August 2014 + Update the evaluation plan and disseminate to all project participants. Work with project manager to develop process to acquire data points through the project. May 2015 + Administer survey to project participants. Collect data points. Analyze data and provide interim report in June. August 2015 + Revisit the evaluation plan for any adjustments needed after first year. Disseminate to project participants. September 2015 + Hold conference call with education stakeholders to publicize interim evaluation report from first year. Post report on UCEC web site and include in newsletter. May 2016 + Administer survey to project participants. Collect data points. Analyze data and provide second interim report in June. August 2016 + Revisit the evaluation plan for any adjustments needed after second year. Disseminate to project participants. September 2016 + Hold conference call with education stakeholders to publicize interim evaluation report from second year. Post report on UCEC web site and include in newsletter. May 2017 + Administer final survey to project participants. Collect final data points. Analyze data for final evaluation report. August 2017 + Issue final evaluation report and publicize. The final evaluation report will be part of a larger communications and outreach report, which includes release of storytelling report and other materials.

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

The major barriers identified for this phase include the following: (1) Getting access to numerous data points across 10 school districts and partners, and (2) Evaluators may not be close enough to the project to provide meaningful mid-project reviews. We plan to address the barriers by taking the following actions: 1. Early in the project, the project team will identify across the implementation team and districts the data points needed for evaluation and develop a process and timeline for evaluators to get access to them. This process point will be tracked in order to minimize any difficult later in delivery of data for the evaluation. 2. The project management team will hold regular update calls that will include evaluators. In addition, the project team has budgeted for reform facilitators, who will conduct monthly site visits to the districts to hear about progress and problems and report back to the project manager. Those monthly reports will be made available to the evaluators to give them another perspective and source of information on progress of the project.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The need for greater use of data to drive instruction is well documented. Yet, as demonstrated in this grant application, technology systems do not yet provide the tools educators need to have data at their fingertips. We expect this project will change the experience of educators in using data and also their attitudes about data use, when the data can be more easily obtained and managed. Here are the changes we expect to see in the schools and district offices as a result of this project: All: More efficient use of personnel time. Removing staff dependency on the “data managers” by making data a self-service solution. Providing a hub for many of teachers or principals "business processes," this tool will bring efficiency by using existing data (available from third party systems) to guide and recommend next steps for classroom management, instruction, and support. Presenting information on key performance indicators metrics, this tool will allow educators to focus on their strengths - educating children - instead of juggling student information management and reporting in parallel with instruction and leadership. Teachers: A teacher’s day will begin and end with edWise. It will help them to stay informed about the outside environmental factors that affect their students, as well as giving them insight into the instructional strengths and weaknesses of their students by gaining a classroom snapshot of student performance and the demographic makeup of their students. Teachers will also be empowered to be more efficient with non-instructional tasks, such as attendance, discipline, intervention, grading, curriculum management, and parent communication through the use of automated and semi-automated workflows, management tools and reports. Principals: A principal will have an arsenal of reports that will aggregate classroom information into meaningful data reports that are targeted to answer key questions. These reports will evaluate building attendance performance, discipline performance, class grade performance and assessment performance. These key performance indicators can also be disaggregated, allowing a principal to drill into a classroom, a subset of students, or even a single student to gain a better understanding on the performance gains and areas of concern for students in their building. Principals can also push notifications or key information to teachers by means of electronic workflows, such as the outcome of a discipline referral or personal events in a student's life that may affect student performance in the classroom. District Administration: Similar
to a principal, district administrators will have district aggregated reports that are drillable all the way down to individual students. Support Staff: Support staff members rely heavily on information from classroom teachers to support a diverse group of students. Providing instant access to student data, without a dependency on classroom teachers to deliver information, can improve the performance of staff. Access to assignments, curriculum, and grade book data all assist in a teacher of record or support teacher (i.e. study hall) in guiding a student through the process of grade evaluation, time management and good study habits to be successful. Parent: Parents can log into a "one-stop-shop" to see into the education life and work of their students. Providing parents with student classroom information from a learning management system alongside grade book information can help a parent to be an advocate of the classroom learning. Showing additional details, such as attendance, discipline, and fee/meal account information, gives a parent more data to support their children. Student: Allowing students to own their learning by giving them access to their own key performance indicators enables students to understand their own strengths and weaknesses objectively and know where they can work to improve.

**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.

As has been noted, the need for data to inform instruction is well documented. But our experience in the fields of education and education technology causes us to conclude that there are not enough tools and the right kind of tools for educators to be proficient in the use of data and be efficient in their use of time collecting and analyzing it. Innovator Michael Horn makes the strong case that data is siloed by proprietary systems that work well on their own but don’t connect to standards and data from other providers. He observes, in his Nov. 2012 Forbes article, that over time technology providers will respond to this call for flexibility and customization. But that time has not yet arrived. "For now, though, the grumbling around the … technology not being quite good enough is likely to be a refrain that we all ought to get used to hearing for at least a couple a more years," he writes. The educatores and technology experts who are developing this project are moving past the grumbling by developing and deploying the cloud-based edWise platform that will ease the pain educators feel when they seek out and use student data. Research on data use in education and the state of education technology are presented below, making the case for the use of more data and the use of better technology platforms and systems to allow for easier use of that data. Use of Data Automation reduces resource utilization (staff time) and allows teachers to identify areas of concern around students and respond more effectively and consistently. http://www.gartner.com/technology/reprints.do?id=1-1EYY6U7&t=130408&t=1b "Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids" http://www2.dataqualitycampaign.org/files/Data-Rich%20Year%20Infographic.pdf What’s your Data Integration strategy? As districts collect increasing amounts of information on their students, from assessment scores to attendance records, many are finding new and better ways to use the information to catalyze student achievement. They are implementing solutions such as data warehouses and data portals, electronic tools for storing, viewing and analyzing data, which provide immediate updates on everything relevant to their students, and adjusting instruction accordingly.

http://www.districtadministration.com/article/whats-your-data-integration-strategy Cost Savings: The SIFication of America This outlines the growing use of the Schools Interoperability Framework (SIF) to attempt to address the bottleneck in data use created by separate data systems that work well on their own but don’t connect to standards and data from other providers. He observes, in his Nov. 2012 Forbes article, that over time technology providers will respond to this call for flexibility and customization. But that time has not yet arrived. "For now, though, the grumbling around the … technology not being quite good enough is likely to be a refrain that we all ought to get used to hearing for at least a couple a more years," he writes. The educatores and technology experts who are developing this project are moving past the grumbling by developing and deploying the cloud-based edWise platform that will ease the pain educators feel when they seek out and use student data. Research on data use in education and the state of education technology are presented below, making the case for the use of more data and the use of better technology platforms and systems to allow for easier use of that data. Use of Data Automation reduces resource utilization (staff time) and allows teachers to identify areas of concern around students and respond more effectively and consistently. http://www.gartner.com/technology/reprints.do?id=1-1EYY6U7&t=130408&t=1b "Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids" http://www2.dataqualitycampaign.org/files/Data-Rich%20Year%20Infographic.pdf What’s your Data Integration strategy? As districts collect increasing amounts of information on their students, from assessment scores to attendance records, many are finding new and better ways to use the information to catalyze student achievement. They are implementing solutions such as data warehouses and data portals, electronic tools for storing, viewing and analyzing data, which provide immediate updates on everything relevant to their students, and adjusting instruction accordingly.

http://www.districtadministration.com/article/whats-your-data-integration-strategy Cost Savings: The SIFication of America This outlines the growing use of the Schools Interoperability Framework (SIF) to attempt to address the bottleneck in data use created by separate data systems that work well on their own but don’t connect to standards and data from other providers. He observes, in his Nov. 2012 Forbes article, that over time technology providers will respond to this call for flexibility and customization. But that time has not yet arrived. "For now, though, the grumbling around the … technology not being quite good enough is likely to be a refrain that we all ought to get used to hearing for at least a couple a more years," he writes. The educatores and technology experts who are developing this project are moving past the grumbling by developing and deploying the cloud-based edWise platform that will ease the pain educators feel when they seek out and use student data. Research on data use in education and the state of education technology are presented below, making the case for the use of more data and the use of better technology platforms and systems to allow for easier use of that data. Use of Data Automation reduces resource utilization (staff time) and allows teachers to identify areas of concern around students and respond more effectively and consistently. http://www.gartner.com/technology/reprints.do?id=1-1EYY6U7&t=130408&t=1b "Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids" http://www2.dataqualitycampaign.org/files/Data-Rich%20Year%20Infographic.pdf What’s your Data Integration strategy? As districts collect increasing amounts of information on their students, from assessment scores to attendance records, many are finding new and better ways to use the information to catalyze student achievement. They are implementing solutions such as data warehouses and data portals, electronic tools for storing, viewing and analyzing data, which provide immediate updates on everything relevant to their students, and adjusting instruction accordingly.

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.

This project will be evaluated by an external evaluation conducted by the University of Cincinnati Economics Center, which has considerable experience and expertise in conducting program evaluations. Below is the contact information for the lead evaluator: Michael Jones, Ph.D. Director of Research University of CincinnatiEconomics Center EIN: 31-0988481 225 Calhoun St., Suite 370 Cincinnati, OH 45219-0223 513.556.2491 m.jones@uc.edu

* 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).

Spending reduction measures will be evaluated by examining financial statements, purchase orders, and payroll. To capture the reduction in costs for professional development and substitute teachers, the Economics Center will analyze human resource records and evaluate the change in resources over time. By looking at electronic records, the Economics Center will track the extent to which principals, teachers and support staff access student data to make decisions. Finally, the Economics Center will also introduce a survey to principals, teachers, and support staff to evaluate how the software tools improve their ability to do their job functions. Sample questions in the survey include: 1. How do you use the software in your current job activities? 2. Does the software meet your expectations? 3. What changes can be introduced to improve the software? These surveys will be distributed on an annual basis so that the project team can respond to user feedback and introduce improvements over the course of the project. The results from these surveys will also be used to ensure project fidelity— that is, the extent to which the project follows the goals described in Question 9. The Economics Center will analyze the data provided by the data collection instruments introduced over the course of the project. By using the data collection instruments, electronic records, and financial statements, the Economics Center will be able to determine if the project is being implemented efficiently and effectively according to the goals provided in Question 9. Areas to evaluate: Shared service delivery model Total users of the product Count of shared resources in the product Evaluation of hardware cost to host independently Server Hardware cost License cost Personnel cost to manage server More resources in the classroom Less time spent by teachers outside of the classroom PD Data meetings Student data available to teachers Spending reduction Reduced spending on existing data systems Reduced cost on Professional Development Reduced cost on sub teachers for data meetings Teacher PD meetings Mental health days Reduction in supply by using electronic workflows Less paper Less toner Fewer people needed

23. Describe the substantial value and lasting impact which the project hopes to achieve.

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

Please enter your response below.

The promise of the smarter use of technology is greater productivity - getting more done at a higher level and doing so at a lower cost. Meeting that imperative not only meets the major goals of the Straight A Fund, it holds out hope that public education can go farther and faster in its role to prepare more students for global competency. The role of edWise in making technology smarter is made throughout this application. The edWise platform will bring together disparate data systems and data sources into a single dashboard that allows educators and their stakeholder partners to better use data to drive instruction and improve academic outcomes. We don't use academic outcomes as a goal in this proposal, but we could. Ultimately, all this data mining and sorting and crunching has a goal of helping students improve academic outcomes. But along the way, we will be measuring process outcomes around efficiencies, like greater collaboration among entities, and cost savings through the elimination of outdated technology and the inefficient processes of manual data entry and reporting. This is the same outcome of smarter technology in hundreds of industries, fields and businesses. Cost Savings Economies of scale. As additional districts begin to use the product/platform, we will evaluate costs and provide savings to districts when possible. This can be measured by a decrease in product licensing over time. Consolidation and replacement of existing data tools that are being used in districts. Reduction, redirection or elimination of these systems can provide cost savings to districts. Improved Collaboration Inter-district sharing of assessment and curriculum resources. This can be measured by counting the number of resources shared and the total number of times a shared item has been used. Communication between districts on best practices for instruction and management by districts. By working collaboratively in the development of tools and electronic workflows, districts are sharing best practices for handling tasks in their schools. Data Literacy: Improved Use of Data for Student Success Staff will become aware of student data points beyond assessment scores and how to strategically evaluate the data to make data driven decisions on student achievement. Utilization of Shared Services (See cost savings and collaboration.) As noted elsewhere, this product is being developed by Learn21, a technology collaborative of 22 schools, districts and entities that was created five years ago to share technology services. Learn21 has saved its members more than $8.3 million over five years on technology, money that was freed up for classroom instruction. The success of Learn21 will continue with the edWise platform, which will be deployed, deployed and then later shared with other Ohio districts after the grant period. Learn21 and its members plan to incorporate the expansion and improvement of the successful edWise platform after the grant period.

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
### *Explain your response*

This project will focus on the changes in processes, habits and work routines as a result of the use of edWise and the corresponding cost savings, increase in efficiency, and rising levels of effectiveness in instruction and management of resources. Year 1 Replacement of existing assessment warehouse tools that are not fulfilling district needs and bringing fragmentation in student data. This will be measured by evaluating the expense of existing assessment warehouse tools versus the cost of edWise. Year 2 Districts will be able to eliminate paper processes for discipline referral, response to intervention tracking, data reporting from LMS and student analytics. Moving to electronic delivery and management will reduce supply cost and staff time. Year 3 As proficiency increases in the use of edWise, there will be a reduction in supplies and teacher time out of the classroom. Professional development in original districts will have a decreased need as additional modules are deployed to staff. This will decrease sub expenses. Years 4-5 Cost savings as additional districts use the tool.

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

This project will focus on the changes in processes, habits and work routines as a result of the use of edWise and the corresponding cost savings, increase in efficiency, and rising levels of effectiveness in instruction and management of resources. Year 1 Teachers will be provided electronic access to student data, including: student demographics, assessment, attendance, discipline, and class grades. This can be measured by the availability of these modules. Year 2 Moving clerical and paper intensive tasks into electronic workflows will provide a reduction in spending on supplies, which can be moved back into the classroom. Frequently used forms such as discipline referrals, intervention paperwork, 504 plans, would be pre-populated with student information and student data points. Year 3 Introduction of an electronic workflows framework will prompt schools to continue to streamline processes. Through automation, resources can be utilized elsewhere in the classroom. Years 4-5 More resources for the classroom through greater efficiencies in the retrieval and use of data. More automation means fewer staff needed for data entry, data reporting, etc.

### *Implementation of a shared services delivery model*

This project will focus on the changes in processes, habits and work routines as a result of the use of edWise and the corresponding cost savings, increase in efficiency, and rising levels of effectiveness in instruction and management of resources. Year 1 10 districts using edWise All districts will be provided professional development on the edWise tool. Days of instruction will be distributed proportionally to the number of students in the district. District collaboration during the development of modules for edWise. Year 2 10 districts using edWise Increase in user counts Increase in the number of districts using the tool. District collaboration during the development of modules for edWise. (Weekly hangouts and monthly meetings!) Year 3 Increase in user counts by original districts. Increase in the number of districts using the tool. District collaboration during the development of modules for edWise. Years 4-5 Scalability among districts in Ohio

### *Other Anticipated Outcomes*

We believe that student achievement and teacher data literacy will increase through the project and after the grant period as more education stakeholders in the district become familiar and comfortable with the edWise tool and the greater access to data.

25. Is this project able to be replicated in other districts in Ohio?

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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.

### *Other Anticipated Outcomes*

- Spending Reduction in the five-year fiscal forecast
- More resources for the classroom through greater efficiencies in the retrieval and use of data.
- Reduction in classroom supplies and teacher time out of the classroom.
- Professional development reduced as proficiency increases in the use of edWise.
- Increase in user counts by original districts.
- Increase in the number of districts using the tool.
- District collaboration during the development of modules for edWise.
- Years 4-5 Scalability among districts in Ohio.

Assessment Warehouse: A multi-faceted module that would include supports for building, administering, and storing/reporting assessments. Assessments could be standardized tests, diagnostics, or formative assessments. Item analysis, standards alignment and analysis, and a library of question types would all be available. Student Profiles: Providing teachers and administrators direct access to all common elements of a student including: demographics, schedule, grades, attendance, discipline, test scores, and student standing for fees, library usage, and LMS usage. Referral Management: A workflow-based module which would enable teachers and administrators to complete a paperless process of submitting and reviewing referrals. Reports could be generated from these referrals. Curriculum Builder: Providing a suite of tools for teachers to construct curriculum maps, units, activities, assessments and resources. These resources could be used to build lesson plans and help teachers who are struggling with a concept or standard. RtI Tracking: Enabling teachers and staff to document and progress monitor students. Tools could be used to build a community around a student including: coaches, support staff, counselors, etc. Workflow Management: Workflows and data management for student data including: student services documents (504, LEP, WEP, and IEPs), emergency medical forms and other data collection processes. Data Analytics & Reporting: Tools for searching and analysis of data around students. Helping to quickly identify students who need intervention or are exceeding expectations. Data could include attendance, discipline, grades, student services standing, and demographics. Parent/Guardian Portal: Providing parents with a gateway into their student's progress with direct access to attendance, discipline, test results, fees, library use and meal accounts. LMS Reporting: Reports and tools for teachers and staff to view how students are doing within an LMS and how a teacher is using their course. Staff Profiles & OEIT Management: Administration would be able to gain a perspective on their staff's standing, including: attendance, summative standardized testing scores, longitudinal performance metrics and additional demographics. This would include tools and workflows to
facilitate the OTES process. Mobile App: Development of a mobile platform that will extended accessibility of the edWise solution to mobile devices.

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 to the program assurances stated above. David Knight Superintendent Medina City Schools
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<tr>
<td>Andrew</td>
<td>Benson</td>
<td>Executive Director, Smarter Schools</td>
<td>Andrew serves as grants administrator, project manager and oversees outreach and advocacy for the project.</td>
<td>Andrew started the Smarter Schools non-profit last year to help schools be more efficient and effective. He was for the previous 10 years vice president of KnowledgeWorks Foundation, an education philanthropy and social enterprise leading education reform across the country. He oversaw communications, outreach and policy work for the foundation, and was the manager of numerous projects for the foundation in Ohio, including work on the state's successful Race to the Top grant and the Ohio Smart Schools initiative. He holds a master's degree in Public Administration from Harvard's Kennedy School of Government and a master's degree in Journalism from the Ohio State University, and a bachelor's degree in Journalism from Ohio University.</td>
<td>In addition to the project management work cited above, Andrew was a grants officer at KnowledgeWorks, providing oversight and management of millions of dollars in grants made to the foundation and made by the foundation to others. Prior to his work at KnowledgeWorks, he was the founding President of New Ohio Institute, a public policy research organization study education, economic development, and community development. He currently serves as project manager, grants administrator and outreach coordinator for an FY14 consortium project of the Straight A Fund in Milford and Cincinnati schools. Reviewers from the Ohio Department of Education, at their mid-project review in April, said they were &quot;impressed&quot; by the operation of the grant and progress toward goals.</td>
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<tr>
<td>Kevin</td>
<td>Ghantous</td>
<td>Solutions Engineer, Learn21</td>
<td>Kevin will be overseeing and implementing the key software development and deployment of edWise to the district applicants for Learn21, which is designated as the partner to develop and then maintain the new platform and ensure that is ready to be scaled to other districts beyond this grant period. He is joined by the Learn21 team: Sean Kapsal Support Specialist Sean brings a unique mix of experience in electronics engineering, computer...</td>
<td>As a founding member of Learn21, Kevin combines his education in software development and networking infrastructure with 12 years of experience with Blackboard at Sycamore Community Schools. Kevin has engineered unique solutions to complement member districts' technology and curricular needs. Qualifications/Awards/Presentations Bachelors of Computer Science from the University of Cincinnati (2006) 15 years of experience in web development, 12 years of experience with Microsoft .Net Development and database architecture and management. I specialize in Microsoft SQL Server, ASP.NET (WebForms &amp; MVC), WCF, C# (.Net v1.1-v4.5), modular software development, enterprise application development (Fowler), and small business e-commerce solutions. I frequently work in other field of IT including: network administration, systems analysis, PC repair and help desk. Specialties: Systems Integration, Business Web Development and Business Planning, Enterprise Co-Op Student, Sycamore Community Schools (2002-2005)?Performed custom software development and integrations for their student information to streamline student course registration, discipline referrals, and intervention..Database Administrator, Sycamore Community Schools (2006-2013) Develop and maintain data-driven applications for the district. Maintained the Blackboard LMS data integration between external data systems and developed cosmetic customizations to the Blackboard Community Portal, which has enabled Sycamore to use Blackboard as their public web site as well as the platform for online and blended course delivery. In 2009, I performed a data conversion from our legacy student information system. And migrated all external...</td>
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Michael Jones  
**Director of Research, University of Cincinnati Economics Center**

Michael oversees and conducts the quantitative and qualitative evaluation of the blended learning implementation project and will prepare the evaluation report. He will provide interim data to the project team to assess the progress of the initiative and help advise on any mid-project course corrections.

Michael is the Director of Research for the University of Cincinnati Economics Center and a Research Assistant Professor of Economics at UC, specializing in labor economics, public economics and economics of education. He earned his Ph.D. and master's in Economics from the University of Notre Dame, and an MBA in Management and International Business from the University of Cincinnati. He also holds a BS in Computer Science from the University of Kentucky and a BA in Mathematics and Classics from the University of Kentucky.

Relevant program evaluations and experience include:  
+ Dyslexia Pilot Project Evaluation Grant. State of Ohio - Department of Administrative Services 2013 - 2015 ($125,000).  
+ Teacher Behavior under Performance Pay Incentives.” (Economics of Education Review, December 2013, pg. 148-164). This is a journal article.  
+ Mellon-ISLA Award for co-sponsoring a workshop on education reform ($11,000). University of Notre Dame + Emerging Education Policy Scholar, Washington, DC. 2012 - 2013. These are selected studies and presentations conducted for the Economics Center:  
+ Economic Benefits of Universal Access to...
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<th>Name</th>
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<td>Dave Knight</td>
<td>Superintendent, Medina City Schools</td>
<td>Medina is the lead applicant and fiscal agent for the Learn21 edWise platform consortium grant. As such, the superintendent and district will oversee and track the flow of grant dollars to applicants and partners and be the primary contact for the Straight A Fund staff. Medina City Schools has been an award-winning innovator in technology for more than a decade. They received a 2012-13 blended learning grant from the State of Ohio and the 2013 Bb Catalyst Award for Building Communities. As members of the Learn21 Board of Directors, the district is in a prominent role of promoting shared services and the use of technology to improve efficiency and effectiveness. For example, the district was one of the pilot districts in the development of the edWise prototype.</td>
<td>David Knight has 22 years of experience in the district as an administrator. Treasurer David Chambers, who will assist the superintendent on the flow of funds, has 27 years of experience in finance and budgeting, with 11 as a school treasurer.</td>
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<td>William Fritz</td>
<td>Executive Director, Learn21</td>
<td>Bill and his team at Learn21 will provide services in software development and deployment for the edWise platform. Bill, as founder and leader of Learn21, will oversee all of the Learn21 as a founding member of Learn21, Bill provided the vision to make Learn21 a solution for all children. His 25 years’ experience in business and educational technology provides the leadership and vision to develop solutions that drive collaboration and innovation. Bill is frequently tapped as a product advisory member for technology leadership teams. He has received the NSBA Technology Leadership &quot;20 to Watch&quot;.</td>
<td>Instructional Education Experience Information System Developer, Barrister Information System Buffalo, NY (1987-1990) Mathematics Teacher, North Tonawanda City Schools, NY (1991-1994) Computer Science Teacher, Sycamore Community Schools Cincinnati, OH (1994-2001) Coordinator of</td>
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services and will be primary contact for the organization with the 10 consortium districts in the project.

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