

Budget

Montgomery County ESC (048660) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (33)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	3,113,414.30	3,500.00	1,621,884.60	0.00	4,738,798.90
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	299,000.00	0.00	0.00	0.00	299,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	3,412,414.30	3,500.00	1,621,884.60	0.00	5,037,798.90
Adjusted Allocation								0.00
Remaining								-5,037,798.90

Application

Montgomery County ESC (048660) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (33)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
DIGITIZING THE STEM EDUCATIONAL EXPERIENCE

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

In an effort to bolster student achievement, communication, creativity, critical thinking, and collaboration in science, technology, engineering, and math (STEM) grant funds will be used to modernize consortium classrooms and the nationally recognized existing STEM Curriculum into high-quality tablet-based STEM learning experiences. The Digital STEM Curriculum will be the first of its kind, helping to drive increased student engagement and achievement through mobile and tablet-based interoperable STEM instructional materials mapped to Ohio Academic Content Standards that include problem-based units of instruction, student resources, summative and formative assessments, and videos, all with the specific intent of advancing science and math competencies. Deliverables will increase access to high-quality, easy-to-adopt-and-implement STEM learning resources in varied academic settings through the shared services model; thus yielding increased teacher STEM proficiency, academic achievement, STEM career awareness, and workforce proficiency for the consortia learners.

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.

20610 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
Shannon Cox

Organizational name of lead applicant
Montgomery County Educational Service Center

Address of lead applicant
200 South Keowee Street, Dayton OH 45402

Phone Number of lead applicant
937-225-4598

Email Address of lead applicant
Shannon.Cox@mcesc.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

Part 1 The current state of student interest and engagement in STEM fields is subpar to national economic need. This well-documented skills and career gap is a national urgency. In order to address national need for STEM workforce, literacy educators must be equipped with high-quality, highly engaging instructional resources that promote science, technology, engineering and math literacy for 21st century learners. "In 2009, Ohio's bar for proficiency on its 4th- and 8th-grade math tests was near where the National Assessment of Educational Progress set the bar for merely 'Basic' performance" (Change the Equation.org). While some progress has been made in national STEM proficiency, too few students possess the aptitude necessary to be college and career ready. A 2012 National Academy of Engineering and National Research Council report notes that the growth in "the demand for a STEM workforce by industry alone will outpace supply by about 1 million additional STEM workers by 2020, although the gap might be as high as 2.5 million workers" (Carnevale & S.J. Rose). Student awareness and interest in STEM careers and associated fields are necessary in fueling the nation's economy.

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

Part 2 Our consortium proposes a dramatically new approach to teaching and learning. Currently existing STEM curriculum aligned to Ohio's Academic Content Standards will be evolved into digital format further, emphasizing problem-based learning, scientific inquiry, engineering design process, and student collaboration. Additionally, this content will be device agnostic to support diverse technologies such as computers, tablets, and smart phones. This transformational project enables teachers and learners to access cutting edge curriculum, anywhere, at any time. Increased student achievement is anticipated in the form of pre-test and post-test growth, student engagement, and career awareness/interest. These fifty-five digitized units of instruction will provide authentic learning experiences that include career exploration in the framework of collaborative, hands-on, standards-based instruction. Engaging students in real-world learning experiences will not only increase student buy-in but also build a conceptual framework for viable career paths. Digital or mobile learning presents unique attributes compared to conventional learning as it is personal, portable, collaborative, and interactive emphasizing "just-in-time-learning". Mobile learning involves more than merely incorporating new technology into current pedagogical strategies; it requires an instructional paradigm shift that promises to fundamentally change the way students learn (Unesco, 2012). These unique units will interweave mobile learning and problem-based hands-on learning in a manner that connects technological competency to classroom relevant learning experiences. Teachers spend an immense amount of time searching for and vetting instructional resources, which are typically housed within the confines of a single classroom or require vendor purchasing. The proposed interdisciplinary digital resources will be shared throughout the consortia via a centralized learning management system, easing teacher prep time, ensuring high-quality, readily available resources that align with Ohio learner and workforce development needs. The digital system architecture will allow existing materials to be imported, edited, and distributed throughout the entire consortium. A train-the-trainer STEM professional development model will support continued concept advocacy throughout the sustainability phase of the grant, ensuring increased resource usage and teacher and student exposure to STEM practices. Additionally, a subscription to the STEM Fellows Program, a 9-month high-quality professional development experience, allows each consortium district to obtain two Fellowship slots per year for the grant year and the five sustainable years thereafter. A vital part of the STEM Fellowship is the component of leadership and outreach to the community at large. This component encourages Fellows to not only go back to their districts and engage their peers in the use of the nationally recognized STEM Quality Framework and associated curriculum but also to engage their community in STEM Education awareness. During the Fellowship, the district educators will work with STEM industry professionals and higher educators to create and build STEM curriculum. This includes visits to industry and visits to the classroom. Yielded units of instruction will then be augmented from the paper and pencil versions to the digital versions, thus bringing this process full circle. The access to and evolution of existing curriculum along with teacher participation in generation of new curriculum will advance teacher professional practice and student achievement, student engagement, and STEM career awareness/interest.

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.)

Student achievement A. Increased K-12 student exposure to high-quality STEM learning experiences. B. Increased science and math proficiency for grades K-12 as demonstrated on pre-post assessments. C. Increased 21st century competencies for grades K-12 as evidenced by critical thinking, complex problem solving, collaboration, and multimedia communication within digitized student learning experiences. D. Increased student engagement (behavioural, cognition, social) in math and science course offerings. Long term increased post-secondary enrolment and persistence rates for students entering STEM certificate, degree programs, and career fields

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.)

Spending reductions: A. Reduction in duplication costs as implementation of digital resource decreases hard-copy reproduction needs. Expected consortium reductions are \$177,723. B. Reduction in text-book adoption costs as utilization of digitized curriculum directly supports required content and pedagogical shifts in instructional practices. Expected consortium reductions are \$644,683. C. Reduction in technology costs as funds will be utilized to provide consortium members with mobile student technologies. Expected consortium reductions are \$690,189. D. Reduction in professional development costs as a train-the-trainer STEM professional development model will further support district and building leadership and curriculum implementation. Expected consortium reductions are \$76,430. E. Reduction in science supplies related to the science classroom instruction. Expected consortium reductions are \$ 177,500.

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.)

A. Increased efficiency and effectiveness as the professional time required to locate high-quality instructional materials is decreased as a result of the centralized data storage for digitized curriculum. Scalability is increased as consortia members can add, export, manipulate, and share additional content related material compared to traditional classroom resources. Curriculum digitization and publication increases long-term sustainability. B. Shared service professional development will increase long-term sustainability and scalability by consortia members participating in a train-the-trainer model. Professional development providers will offer collaborative training between consortia members allowing districts to scale-up best practices in STEM Education and digital learning. Because the knowledge then exists within the district community continued implementation ensures long-term sustainability. C. Procurement of consortia technologies is more effective and efficient than individual district procurement based on large-scale price breaking and warranty options. D. This shared service delivery model will increase long-term sustainability and scalability of STEM career awareness throughout our region.

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.

This metric does not apply to our Lead Applicant, Montgomery County ESC. All other Consortium member districts have a Supplemental Financial Reporting Metric uploaded.

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.

5,037,798.90 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Digital Unit Production \$2,711,866 This will include digitizing 55 STEM Education units of instruction. There will be 4 storybook units, 14 small scale units, 19 medium scale units and 18 large scale units. It also includes project management costs, template and tool development costs. In addition to this there will be content authoring, technology, and support costs. Broken out into two major categories we have first Content Development costs at \$2,241,866, including creation, consultation with MCEC curriculum department, digital production, video production, authoring tool licenses for the grant year and five sustaining years, content editing, project management, and professional development. Secondly we have Technical Development costs at \$470,000, which includes LMS integration, template and tool development, technical support, and website redesign. LMS/Hosting \$151,000 This service will include hosting an LMS to serve approximately 2500 concurrent users across 6 districts. The 55 units of interactive digital instruction will be hosted within the LMS and all content will be stored and managed. Professional Development and Supplies \$301,500 This area will provide the train-the-trainer professional development to curriculum supervisors in each district whom will be able to continually add materials to the digital repository. In addition this area will be used to provide STEM Fellowships to the consortium districts (2 teachers per year for the grant year and at least five sustaining years after), supplemental meeting costs, facility rental costs, and supplies for professional development. External Evaluation \$51,101 A comprehensive evaluation of the program will be conducted under the guidance of Dr. Suzanne Franco, an evaluation expert who is currently Professor and Program Director for the EdD program in the College of Education and Human Services at WSU where she has been on faculty since 2006. Dr. Franco will work closely with the MCEC Steering Committee in implementing the evaluation plan to track progress toward meeting the program's four identified objectives. Dr. Franco will ensure the steering committee receives quarterly outcome data and will work with the Straight A funding representatives in delivering longitudinal data as requested. Project Development and Implementation \$200,447.30 Lead applicant project management during the grant year will include one FTE Project Coordinator, a Director at 0.1 FTE, and a Project Consultant at .25 and an Administrative Assistant at 0.25 FTE. These professionals will work closely with the Digital Unit Production partners, External Evaluators, LMS Provider/Host and the consortium districts to support planning and implementation phases as outlined in Question 17 and 18; which includes, project sustainability with consortium districts' current staffs. Digital Equipment \$1,621,884.60 Each of the 29 buildings within the Consortium's 6 districts will receive a mobile lab of 28 convertible laptops and an associated laptop cart for charging and housing. These devices will support a broader scale usage of mobile learning while utilizing the digital STEM curriculum within their buildings. The devices will also further support job-embedded professional development by affording district trainers greater mobile device availability. Additionally the lead applicant will receive a mobile lab of the like to support training, implementation of the STEM units of instruction and curriculum enhancements.

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.

Technology consumables additional expenses may include stolen equipment if a district chose to replace it, dependent on the timeframe when it was stolen. The technology being purchased comes with a five year extended accidental Damage Protection Policy and a five year Factory Warranty. Because we are providing 28 laptops and a charging station or housing cart for the laptops, the districts will be saving within their technology budgets. (\$252,500) The External Evaluation by Wright State University (WSU) will exist over a two year period with the total cost of the two year agreement being paid out during the grant year. The agreement will lay out the pieces to occur by WSU during the grant year and the first sustainable year so as not to show neglect to the project. In the remaining four sustainable years, the current staff of the Lead Applicant and the Consortium Districts will assume those amended duties and carry out the evaluation process within the framework WSU will create and implement. These duties are not beyond or considered additional duties as the staff involved already collect and analyze this type of data on an internal basis in this capacity. Classroom consumables will be an on-going cost associated with the project in order to implement project-based, hands-on learning experiences. However, each of the Consortium Districts already expend budgeted allocations on science classroom consumables ranging from \$500-\$9000 dollars each year, dependent on the size of the district. Thus, this cost is also already within the districts' budgets. There are no additional incurred costs associated with the curriculum augmentation beyond the grant year due to the subscription usage of the Authoring Tool. We chose to go this route to not incur sustainability costs of having Dataflow Learning (Beanstalk Innovations) upgrade our materials in the five years beyond the grant year. This licensing agreement also includes technical support through the sustainability years as well. In turn, the digitization will in fact reduce the cost of current duplication costs. It is estimated that our Consortium Districts spend over \$52,000 on duplication of science curriculum. Lastly, professional development for the teachers will begin with a train-the-trainer model during the grant year, again resulting in no incurred costs thereafter. Possibly the districts will realize a cost savings in this area, because the in-house trainers will be able to provide on-going professional development alleviating the need to send teachers to external professional development. The subscription to the STEM Fellows Program allows each district to obtain 2 Fellowships per year for the grant year and the five sustainability years after, included in the price of the subscription paid out in the grant year. While the cost savings to districts will be hard to quantify, the impact on instruction will be highly qualifiable. As a result of the above, the Lead Applicant will not incur any ongoing costs. Programming structure was established to be verifiable, credible and permanent

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

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

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

1,766,525.00 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

A. Savings in duplication costs as implementation of digital resource decreases hard-copy reproduction needs. Expected consortium savings are \$177,723. B. Savings in text-book adoption costs as utilization of digitized curriculum directly supports required content and pedagogical shifts in instructional practices. Expected consortium savings are \$644,683. C. Savings in technology costs as funds will be utilized to provide consortium members with mobile student technologies. Expected consortium savings are \$690,189. D. Savings in professional development costs as a train-the-trainer STEM professional development model will further support district and building leadership and curriculum implementation. Expected consortium savings are \$76,430. E. Savings in science supplies related to the science classroom instruction. Expected consortium savings are \$ 177,500.

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 majority of grant year cost is to offset the conversion of the current assets to digital format and will provide an effective and pre-defined approach to internal development of content allowing for wider usage and delivery of content resources. Beanstalk Innovations training in year one will ensure that MCESC staff and identified Consortium members will be trained and equipped to utilize the content authoring tools. Authoring tools will ensure the curriculum and accompanying resources stay current at no additional costs as content additions will be the result of consortium member contributions. Current MCESC staff and identified Consortium members will support curriculum roll-out and continued implementation through sustainability phase as part of their existing professional relationships. The Program Director (.1 FTE), Coordinator (1 FTE), Consultant (.25 FTE), and Administrative Assistant (.25 FTE) will only be necessary for the grant year as grant agreements, partnerships, and programming have been structured to be expenditure-neutral. Train-the-trainer model will ensure that project content knowledge, resources, implementation capabilities, and authoring capabilities will be disseminated in the grant year. The train-the-trainer model will ensure implementation and continued job-embedded staff professional development reflecting digitized resources. Teachers participating in long-term professional development offered through the sustainability phase will continue to support district implementation and STEM Educational pedagogy including shifts in professional practice that will support increased academic achievement, STEM career awareness, and workforce proficiency. A contract will be established with Metropolitan Dayton Educational Cooperative Association (MDECA) for a six-year timeframe to support digitized curriculum hosting and associated maintenance on a central server for all consortia members. Technology warranties for equipment will ensure viable technology usage through the sustainability phase of the grant. Formal external evaluation and evaluation setup during the first 24 months of the project will result in feedback and direction to support continued implementation. Evaluation funds will be utilized to establish informal evaluation protocols that can be maintained throughout the sustainability phase of the grant utilizing our existing partnerships and shared service model. As a result of this innovative project infrastructure the Montgomery County Educational Service Center does not anticipate incurred costs beyond the grant year. Consortium districts do not anticipate any additional on-going costs after the grant year. Contractual agreements through consortia partners and lead applicant ensure that curriculum, hosting, professional development, and technology warranties will support efforts through the sustainability phase of the grant. Districts will continue to incur already budgeted costs associated with science classroom consumables.

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 July 31, 2013 through grant submission

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

Scope of work process has included visioning, discovery, and research: Meetings with partners (webinar and face-to-face) Meetings with consortia districts (phone, virtual, and face-to-face) Curriculum audit to create a full scope and sequence for digitized curriculum Digital unit prioritization with development partner Procurement of consortia members Communication with district liaisons and superintendents concerning program requirements Assembly of a grant steering committee comprised of MCEC staff, Consortium Member representatives, and DataFlow Learning (Beanstalk Innovations) staff as identified in Question 16 Consortium data collection Project barrier analysis Obtaining of initial quotes with vendors Communication with district treasurers to discuss budgetary requirements Meeting with third party university evaluator (virtual and face-to-face) Analysis of digital templates with development partner

* Anticipated barriers to successful completion of the planning phase

Planning phase barriers included the following: Identification of qualified partners Identification of shared needs Student achievement goals Fiscal inequities between district consortium members

18. Implementation - Process to achieve project goals

* Date Range August 1, 2014 - September 30, 2015

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

August 1, 2014 to November 1, 2014 Award notification Securing contracts Risk mitigation meetings- Beanstalk & MCEC Steering committee updates Partner site visit: content creation Assign Coordinator & Consultant Prototyping digital content Pre-implementation evaluation Beta-test digital content Prototype feedback and evaluation Begin content production Design curriculum website architecture Design server-system architecture Equipment procurement Begin STEM Fellowships November 2, 2014- March 31, 2015 Meetings between Beanstalk & MCEC Steering committee updates Schedule training Continued content production Train-the-trainer: digitized curriculum Rolling release of digitized content Monthly meeting with district liaisons Confirmation & implementation: evaluation benchmarks Begin project evaluation Train-the-trainer: content authoring tool April 1, 2015- September 30, 2015 Regularly scheduled meetings Beanstalk and MCEC Steering committee updates Monthly updates with steering committee Continued content production Rolling release of digitized content Continued project evaluation Utilization of content authoring tool Load portion of content onto Open Educational Resource database Grant year project evaluation report

* Anticipated barriers to successful completion of the implementation phase.

August 1, 2014 to November 1, 2014 Delay of award Price changes Delayed partner/vendor contracts Delayed prototype release, edit, & finalization Delayed technology implementation November 2, 2014- March 31, 2015 Scheduling conflicts Delays in product development and curriculum roll-out schedule Difficulties/delays in the installation of system architecture Evaluation scheduling Broad-scale teacher implementation April 1, 2015- September 30, 2015 Delays in product development Broad-scale teacher implementation Utilization issues with content authoring tool Evaluation scheduling Delays on evaluation reporting

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

* Date Range August 1, 2014 - September 30, 2020

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

August 1, 2014 - November 1, 2014 Prototype feedback and evaluation November 2, 2014 - March 31, 2015 Confirmation & implementation: evaluation benchmarks April 1, 2015 - July 31, 2015 Start data collection late spring, 2015 August 1, 2015 - September 30, 2016 Provide quarterly feedback including improvements for # classroom implementers Implement data collection for all classrooms implementing (include #), analyse qualitative data for themes and findings Provide quarterly feedback Implement any improvements August 1, 2017 - September 30, 2020 MCEC will continue data collection MCEC will continue development of quarterly feedback

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

August 1, 2014 - September 30, 2020 Technology and infrastructure in school settings Change in personnel in participating LEAs State education legislation changes Digitized curriculum development delays

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:

Organizationally, this shared-service delivery model will support teachers in accessing a robust and growing STEM curriculum repository, impacting the consortium districts by leading to an increased exposure to STEM Education, yielding greater student STEM career awareness and workforce proficiency. Through implementation of digitized STEM curriculum and accompanying resources, consortium educators and administrators will demonstrate a concerted effort to increase awareness in fluency in STEM as they pertain to academic achievement and STEM career and skills awareness. This delivery model removes physical classroom and district boundaries through digital collaboration of all consortium members. Based on this new found professional closeness, we expect the teacher and administrative behavior to express a more favorable desire to engage in conversation concerning STEM Education between consortium districts. In addition, a new process that should be expected from this project is the use of the self-authoring tool. This digital tool, used to add district-specific curriculum content that further supports implementation of digital, hands-on, problem-based learning experiences is something new for the consortium districts. Historically, districts would use a textbook curriculum and possibly support materials that are teacher-created, originated from a website, passed on from one teacher to another in paper form. The self-authoring tool will allow teacher created or teacher-to-teacher given support materials to be digitized and added to the repository of STEM Units of instruction. Now, the support materials can be utilized by appropriate teachers within the consortium districts again by-passing district boundaries. One process that may be expected to be alleviated is that of district by district text book adoption. With the 21st Century ability to create, share, and add to the digital repository, teachers will save time planning, assessing and implementing and districts will save money. This pedagogical shift will also occur as content material will support a level of instructional rigor not customarily available in current curriculum format. Teacher and student materials will include authentic problem-based learning challenges, performance rubrics, STEM career videos, and career narratives that will require learners to function collaboratively while supporting educators in individually assessing student academic growth both summatively and formatively. Again, while these instructional strategies can be thought of within pedagogical best practices, the time and resources needed to carry out all of them in a singular unit of instruction, typically is more than what our educators and districts have in the current day and status of education in Ohio. However, utilizing the digitized STEM Units of Instruction teachers will have access to and use of all components in a streamlined, anytime anywhere delivery. It is to be expected that both teacher and student behaviors will change in regard to instruction. Being able to access the STEM Units of Instruction on an interactive and digital platform will change the way direct instruction is delivered and the way homework is assigned. Respectfully, assessment practices will evolve from a paper based system to a digitized format. This shift will empower teachers to instantaneously review student progress in the classroom. Associated assessments will be electronically given and submitted with scores uploaded and tracked via district Learning Management System. This shift enables enhanced reporting on student achievement that will impact communication, intervention, and student engagement. From both an organizational and instructional perspective, the impact this project will have will be seen in new processes, changed behaviors and most importantly will take place across district boundaries.

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.

Student Achievement: The rationale for this "Mixed Concept: Incorporates New & Existing Elements" proposal is based on the fact that because our economy continues to shift from a manufacturing-based economy to information and service-based economy, the demand for educated professionals in science, technology, engineering, and math (STEM) workforce continues to grow. Unfortunately, the number of students who pursue STEM fields continues to decrease (US Bureau of Labor Statistics, 2009; Galloway, 2008; National Research Council Committee on Science, Engineering Education Reform, 2006; Mooney & Laubach, 2002). Ohio graduates' science and math interests and proficiencies need to shift to better support these economic demands and employment opportunities. As such, our graduates need to be better equipped to become successful and engaged wage earners in the future economy. This project will address the skills gap our nation is currently facing via the implementation of high quality, engaging, interoperable, easy-to-implement STEM units of instruction. The shift of MCESC pre-existing STEM curriculum to the digitized format will further foster an increased level of technological proficiency for the learner and increased efficiency and effectiveness for the teacher. Just as technology is at the core of virtually every aspect of our daily lives and work, it is central to implementing the model of 21st century learning in this plan. The model depends on mobile technology to provide engaging and powerful learning content, resources, and experiences and assessment systems that measure student achievement in more complete, authentic and meaningful ways. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. In a past third party evaluation, by Wright State University, of MCESC STEM units of instruction it was found that student content gains associated with these units ranged between .6 and .7, which was considered medium to high (Pinnell, Blust, & Franco; 2012) academic gains in the STEM content. This project is anticipated to have higher academic gains for student achievement. Spending Reduction: The rationale for the anticipated cost savings being realized by the consortium districts and not the Lead Applicant is due to the Lead Applicant mainly serving as a shared service provider. All other duties for the Lead Applicant after the grant year will be assumed by current staff and operate under current funding. Besides subscription costs that will need to be paid out in the grant year, there are no on-going costs for the Lead Applicant. The consortium districts however, should realize a cost reduction in four main areas: science material duplication costs, science textbook adoption costs, technology costs, and professional development costs for science educators. As noted in their FITs the consortium districts may see on-going costs of minimal amounts that

can be offset in the same budget line item of their district budgets. Shared Service Delivery Model: Shared Service has long been a state initiative by our current administration and elected officials. In its truest purpose our Lead Applicant can use its existing relationships with STEM industry experts, STEM Education professionals, classroom teachers, school districts as a whole and local ITC to provide STEM Education at a level the consortium districts would not otherwise be able to experience on their own. As an arm of service within the Lead Applicant's organization the Dayton Regional STEM Center has produced the STEM Units of Instruction in their current paper form, as part of their STEM Fellow's Program. The utilization of this infrastructure supports an effective augmentation of this content where it will be housed in a central database where information can be added, exported, manipulated, and distributed to every classroom

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

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

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

Dr. Suzanne Franco will serve as an External Evaluator for this project. She is a Professor of Research and Statistics at Wright State University in Dayton, Ohio. She can be reached at Suzanne.franco@wright.edu, and 513-317-9415.

* 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).

During the grant year and the first year of implementation, a comprehensive mixed methods evaluation will be conducted to track progress towards meeting the project's objectives and to provide quarterly outcome data summaries and improvement recommendations; a longitudinal data base will be created and populated. Dr. Franco's evaluation plan and data base will be the framework to continue evaluation during years 3 through 6. Quantitative data to be collected includes the numbers of classrooms and students involved in the implementation of the digitized lessons, the number of professional development sessions, including coaching, that are provided and the number of teachers who completed sessions, the number of content standards included with the digitized lessons, the number of digitized lessons available to the LEAs, the number of digitized lessons selected to deliver in the LEAs, and the students' math and science assessment results over the life of the project and two years before the project. Qualitative data will include self-reported teacher, student, and administrator survey responses (general feedback, student engagement, professional development, use of digitized lessons, etc.), themed summaries from focus groups and interviews regarding implementation and student growth, evaluation surveys from professional development courses, and teacher created photovoice products documenting their transition to more student-led activities. The project plan may be modified or changed based on the quarterly data summaries and the respective improvement recommendations. Any lessons learned from the project will be shared at local and regional curriculum director meetings, as well as, any conference presentations as accepted or invited.

* 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.

The project plan may be modified or changed based on the quarterly data summaries and the respective improvement recommendations. Any lessons learned from the project will be shared at local and regional curriculum director meetings, as well as, any conference presentations as accepted or invited.

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

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

Please enter your response below.

The substantial value and lasting impact in regard to Student Achievement lies in the students' participation in digital learning experiences. Students' increase in pre/post assessments measured by student scores; as well as, student engagement, STEM career and skills awareness, and access to technology all measured by student surveys will have a lasting impact on how well students finish school, what career paths they will choose, what college or career prep-work they will participate in and ultimately what career path they will choose to field as adult community members. In the same Goal area of Student Achievement, our teachers also play a big part in the substantial and long lasting value of the project. As a result of implementing digital learning experiences and participation in this professional development, teacher attitudes, beliefs, and pedagogical 21st Century and overall STEM strategies will permanently be altered. The alteration will further affect the increased quality of implementation as time goes on. In essence, the teachers will get better at doing it the longer they implement. Finally, that change will then ultimately result in a long-term tangible shift to student-led, hands-on, authentic, problem-based learning. These changes will be measured by teacher surveys and site visits. The substantial value and long lasting impact in regard to the Goal of Cost Reduction lies in the capacity to reallocate budgeted resources. The money saved by participating in this project can then be reallocated or simply saved. The future impact can only be projected based on each district's decision, which will be decided at the district level. This will have to be measured each year by a financial review. The substantial value and long lasting impact in regard to the Goal of Implementing a Shared Service Model of Delivery lies in being able to cross district boundaries. The impact of this new found and easily available capacity, will lead to other project ideas, collaborative efforts, etc. within the consortium districts. While this is hard to measure, the amount of shared high-quality curriculum resources that will be housed on the digital repository will be able to be measured throughout the sustainable years of the grant. Another aspect of substantial value is the procurement of technology and access to digital infrastructure, that without the consortium efforts, the singular district would not be able to obtain. This innovative project's digital resources will remain available and continue to grow throughout the sustainability phase of the grant. The professional development via the train-the-trainer model will continue after the grant year, to support job-embedded professional growth reflecting best-practice as concepts and materials will be readily incorporated into district educational strategies. Collectively, the collaboration of all consortium members through this project will bolster on-going regional interdisciplinary educational practices resulting in more student offerings and higher achieving Ohio graduates.

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

A. Increased K-12 student exposure to STEM learning experiences. Measured quarterly by student surveys in FY15 & 16 then yearly. B. Increased science and math proficiency for grades K-12 on pre-post assessments. Reported quarterly in FY15 & 16 then yearly. C. Increased 21st century competencies for grades K-12 within digitized student learning experiences. Measured quarterly by student surveys in FY15 & 16 then yearly. D. Increased student engagement in math and science courses. Measured quarterly by student surveys in FY15 & 16 then yearly. E. *Long term increased post-secondary enrolment and persistence rates for STEM degrees and career fields. Possibly measured by National Student Clearinghouse data. *Denotes not easily benchmarked

* Spending Reduction in the five-year fiscal forecast

A. Reduction in duplication costs. B. Reduction in text-book adoption costs. C. Reduction in technology costs. D. Reduction in professional development costs.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

A. *Increased efficiency and effectiveness of teacher time due to centralized data storage for digitized curriculum. Scalability is increased with use of self-authoring tool. Measured quarterly by teacher surveys in FY15 & 16 then yearly. B. *Shared service PD will increase long-term sustainability and scalability using train the trainer model. C. Procurement of consortia technologies is more effective and efficient than individual district procurement based on large-scale price breaking and warranty options. Noted in price quotes. D. *Increase in long-term sustainability and scalability of STEM career awareness throughout our region. *Denotes not easily benchmarked

* Other Anticipated Outcomes

A. *Increase district report card scores on annual Math and Science State Assessments B. Increase use of STEM Units of Instruction compared to usage in their current state C. Annual increase in self-authored sharable content D. Curriculum digitization and publication increases long-term sustainability

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

While the overall concept of Shared Service Delivery of curriculum materials and resources can most certainly be replicated with another consortium that will result in cost reductions and yield student achievement increases, this specific project cannot be exactly replicated as the STEM Units of Instruction were created by our Lead Applicant's STEM CENTER. However, other districts could chose to join our consortium if in fact they would wish to do so in years to come. Even though at a future point there may need to be a cost associated with a district joining the consortium to off-set additional server space, etc. we would expect them to still be able to show an overall cost savings when it comes to duplication and textbook adoption as the majority of cost for this specific project is the curriculum digitization. If another consortium lead had curriculum materials procured and ready to share, the timeline could be rather quick to implement, less than a year. If another consortium lead had to secure materials or digitize materials as we are doing then the time frame would really be one and a half calendar years for full planning, augmentation, and implementation as ours will be; since we have been planning since before the second round of ST. A Grant timeframe began. Lessons Learned will be shared within consortium partners, our regional ESC partners, and with any district inquiring. In addition, we would be happy to present our process, findings, and outcomes in any forum that the state department would find appropriate or helpful. Furthermore, we would be extremely willing as a lead applicant to showcase our original STEM Fellowship program in any public venue as we have been providing high quality professional development in STEM Education since 2007 which has resulted in the generation of over 70 units of high-quality STEM curriculum. These unique units are the product of STEM Industry, Higher Ed and Teacher collaboration. We have received national recognition for STEM programming and associated materials including the STEM Education Quality Framework. Our established professional excellence in instructional services including student and teacher performance are evidenced by regional, national, and international relationships, which are always growing and being replicated with other partners. This unique knowledge in STEM Education and STEM curriculum inventory will be further capitalized to best disseminate and evolve STEM curriculum resources for consortium members and beyond. Our history of regional service is a testament to the organization's ability to deliver and sustain grant goals. The intent to allow access to selected digitized, by this project, content via an Open Educational Resource database, which could include the IIS (ThinkGate) would support non-consortia educators across the state in obtaining and implementing high-quality STEM learning experiences.

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. Shannon M. Cox Executive Director, Montgomery County ESC

Consortium

Montgomery County ESC (048660) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Bill	Kirby	937-855-6581	vbkirby@mdeca.org	Valley View Local	048744	59 Peffley St, Germantown, OH, 45327-1021	
Dave	Jackson	937-278-5885	djackson@northridgeschools.org	Northridge Local	048736	2011 Timber Ln, Dayton, OH, 45414-4528	
Sarah	Zatik	937-832-5000	szatik@northmontschools.org	Northmont City	048728	4001 Old Salem Rd, Englewood, OH, 45322-2681	
Greg	Williams	937-687-1301	gwilliams@newlebanon.k12.oh.us	New Lebanon Local	048710	320 S Fuls Rd, New Lebanon, OH, 45345	
Necia	Nichols	937-259-6606	necia.nichols@madriverschools.org	Mad River Local	048702	801 Harshman Rd, Dayton, OH, 45431-1238	
Tim	Hopkins	937-833-2181	bv_supt@mdeca.org	Brookville Local	048678	75 June Pl, Brookville, OH, 45309-1621	
Shannon	Cox	937-225-4598	shannon.cox@mcesc.org	Montgomery County ESC	048660	200 S Keowee St, Dayton, OH, 45402-2242	

Partnerships

Montgomery County ESC (048660) - Montgomery 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
Allen	Burgtorf	1-866-350-7910	allen.burgtorf@beanstalkinnovations.com	Beanstalk Innovations		82 South Barrett Square, 2H, Rosemary Beach, Florida, 32461	
Conal	Markey	353872331648	conal@dataflowinternational.com	Dataflow Learning		4 Herbert Place, , Dublin 2, Ireland, -	
Dean	Reinke	937-223-1112	reinke@mdeca.org	Metropolitan Dayton Education Cooperative Association		225 LInwood Street, , Dayton, Ohio, 45402	
Suzanne	Franco	937-775-3673	suzanne.franco@wright.edu	Wright State University		455 Allyn Hall, Educational Leadership, 3640 Colonel Glenn Hwy, Dayton, Ohio, 45435	

Implementation Team

Montgomery County ESC (048660) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Allen	Burgtorf	Executive Vice President, Chief Sales Officer	Mr. Burgtorf will serve as Beanstalk Innovations', a partner, point of contact. He will be responsible for ensuring Beanstalk Innovations' part of the project's implementation as outlined in the agreement between the Lead Applicant and Beanstalk Innovations. He will assign a project contact, Laura Brown directly to the consortium in order to provide individual attention to the consortium and their project. Mr. Burgtorf will also oversee the intra-partner relationship with DataFlow Learning.	Mr. Burgtorf has 20+ years of experience in designing, implementing and supporting large innovative education technology projects. This includes working with a variety of organizations throughout the US and internationally. Such projects include working with national brands such as Coca Cola and artists such as Usher.	Mr. Burgtorf's wealth of past experience includes being responsible for the management of multiple educational providers and their solutions within large urban school district. He has successfully implemented innovative ed-tech solutions that represent educational transformation including enterprise platforms, Learning Management Systems/Course Management Systems, assessment platforms, and the digitization of print content for state departments, non-profits, corporations and school districts.	
Sandi	Preiss	STEM Center Coordinator	Mrs. Preiss will serve as the grant coordinator. Her main responsibility will be to oversee the digitization process with Beanstalk Innovations/DataFlow Learning of the STEM Units of Instruction. She will work closely with the partners in order to digitize and then house the STEM Units of Instruction. Her responsibilities will also include working with consortium districts to provide professional development to the respective Train-the-Trainer, trainers.	Mrs. Preiss has 8 year experience in curriculum development with four years as the Dayton Regional STEM Center Coordinator. Within her role as the STEM Center Coordinator she has and continues to oversee the STEM Fellows program. She has experience as the Instructional Designer, Editor, and Trainer in STEM Education within the Center, as well. Further her qualifications include developing the 21st Century STEM Units of Instruction that are at the focal point of this project.	Mrs. Preiss' prior experience includes private, state, and national grant writing procurement and implementation. Mrs. Preiss worked closely with the United States Air Force, National Defense Education Program, the National Science Foundation, and the Engineering Science Foundation in past grant relationships.	
Shannon	Cox	Executive Director of Instructional Services	Mrs. Cox will serve as the Lead Applicant's Point of Contact. She will oversee the project as a whole. She will be the communication liaison between the Grant Writing Team, the Steering Committee and the consortium member representatives. In her position in her organization, she will also keep her Superintendent abreast of the project's status, as well as, be the conduit of information to the Superintendents of the consortium districts. Mrs. Cox will serve as the point of	Mrs. Cox has over 11 years of Education Administration experience. She has served as a building leader in the capacity of Principal and Curriculum Director. In her current organization she serves as the Executive Director of Instructional Services. She is responsible for the curriculum supervision, gifted supervision, Ract to the Top staff, and the Dayton Regional STEM Center staff. In addition to the staff, she is also responsible for the delivery of the professional development and instructional	Mrs. Cox's prior relevant experience includes: CCIP Management, RttT Grant Award Manager, District RttT Implementation Lead, District Curriculum Specialist, Curriculum Supervisor, Building Principal, District Technology Committee (s) and Grant Writing Experience. Overall, Mrs. Cox has experience working with vendors, carrying out contracts, communicating with a	

			contact for the Ohio Department of Education as well.	service partner relationships the ESC holds. She is a current ODE State Trainer for OTES, OPES, and eTPES. She often is asked to speak at events around the region on these topics in addition to conducting her training. She has served on many grant writing teams, including Race to the Top at the state and national levels and the National Business Round Table.	diverse group of individuals as well as groups, and works very well with the treasurer's offices.	
Dean	Reineke	Executive Director of MDECA	Mr. Reineke will serve as MDECA's point of contact. His responsibility will be to ensure the hosting and server interaction with the consortium districts. He will communicate regularly with Mr. Markey, Mrs. Cox and Mrs. Preiss.	Mr. Reineke has over 20 years experience with Informational Technology Centers (ITCs) in Ohio and has worked for the department of education in the past.	MDECA hosts various servers and applications for customers throughout the region.	
Tony	Thomas	Assistant Superintendent	Mr. Thomas will serve as Northmont City School District's liaison. His responsibility will be to ensure the use of the digitized curriculum and overall grant participation. His role will also serve as a data manager with the responsibility to report, as well. He will be trained to be trainer at the district level for all PD associated with the project.	Mr. Thomas' qualifications include having 16 years of Educational Administrative Experience, including being a district superintendent, building principal, a curriculum specialist and supervisor.	His relevant prior experience as a superintendent of a district with a STEM focus and being building principal allows him to be very familiar with grants, their sustainability and the on-going accountability measures associated	
Suzanne	Franco	Professor of Research and Statistics at Wright State University	Dr. Franco will work closely with the MCECSC Steering Committee in implementing the evaluation plan to track progress towards meeting the program's five identified objectives in year one and two; Dr. Franco's evaluation plan will become the framework for MCECSC to continue evaluation during years 3 through year 6. Dr. Franco will provide the MCECSC steering committee with quarterly outcome data and recommendations for improvement; moreover, she will work with the Straight A funding representatives in delivering longitudinal progress data as requested.	Dr. Suzanne Franco, an evaluation expert who is currently Professor and Program Director for the EdD program in the College of Education and Human Services at WSU where she has been on faculty since 2006. Dr. Franco possesses graduate degrees in statistics and education.	Dr. Franco has a history of over \$2 million in funding for program evaluation and effectiveness.	
Conal	Markey	Director of Operations, Dataflow Learning Inc.	Mr. Markey will serve as the lead for the digitization process, technology development, and support activities. He will be the Quality Assurance supervisor as well. Mr. Markey will continue to be in consistent communication Mrs. Preiss, Mrs. Cox and Beanstalk Innovations throughout the project's planning and implementation stages.	Mr. Markey has over 20 years of operations management, program management, and digital content development in the educational arena. He holds B.S degrees in both Media Production & Communication and Business and Information Technology.	Mr. Markey's prior experiences with large and small scale digital projects in the educational arena allow him and his company to have the skill set and capacity to provide the digitization of the STEM Units of Instructions service needed for this project.	
Rebecca	Hagan	Curriculum	Mrs. Hagan will serve as	Mrs. Hagan's qualifications	Her relevant prior	

		Supervisor	Brookville Local School District's liaison. Her responsibility will be to ensure the use of the digitized curriculum and overall grant participation. Her role will also serve as a data manager with the responsibility to report, as well. She will be trained to be trainer at the district level for all PD associated with the project.	include having 11 years of Educational Administrative Experience, including being a building principal, a curriculum specialist and supervisor, as well as being a current state Ohio Department of Education trainer in regard to eTPES.	experience as a building principal allows her to be very familiar with grants, their sustainability and the on-going accountability measures associated	
Susan	Jandes	Curriculum Supervisor	Mrs. Jandes will serve as Northridge Local School District's liaison. Her responsibility will be to ensure the use of the digitized curriculum and overall grant participation. Her role will also serve as a data manager with the responsibility to report, as well. She will be trained to be trainer at the district level for all PD associated with the project	Mrs. Jandes' qualifications include having 25 years of Educational Administrative Experience, including being a building principal for 20 years, a curriculum specialist and supervisor, as well as being a current Battelle For Kids Value Added Regional Specialist.	Her relevant prior experience as a building principal allows her to be very familiar with grants, their sustainability and the on-going accountability measures associated.	
Dena	Shepard	Curriculum and Speical Education Supervisor	Mrs. Shepard will serve as New Lebanon Local School District's liaison. Her responsibility will be to ensure the use of the digitized curriculum and overall grant participation. Her role will also serve as a data manager with the responsibility to report, as well. She will be trained to be trainer at the district level for all PD associated with the project	Mrs. Shepard's qualifications include having 21 years of State Support Team experience, 2 years curriculum specialist and supervisor experience, as well as being a current Ohio Department of Education state OTES trainer.	Her relevant prior experience as a Race to the Top Grant Award Manager and State Support Team consultant allows her to be very familiar with grants, their sustainability and the on-going accountability measures associated.	
Lindsey	Schmidt	Curriculum Supervisor	Mrs. Schmidt will serve as Valley View Local School District's liaison. Her responsibility will be to ensure the use of the digitized curriculum and overall grant participation. Her role will also serve as a data manager with the responsibility to report, as well. She will be trained to be trainer at the district level for all PD associated with the project	Mrs. Schmidt's qualifications include being a curriculum specialist and supervisor for the past 3 years and a Lead Teacher before. Mrs. Schmidt holds a Master's Degree in Curriculum, Instruction, and Professional Development.	Mrs. Schmidt was the Race to the Top Lead for her district and has worked with other grants thus, is familiar with grants, their sustainability and the on-going accountability measures associated.	
Krista	Wagner	Curriculum and Special Education Supervisor	Mrs. Wagner will serve as Mad River Local School District's liaison. Her responsibility will be to ensure the use of the digitized curriculum and overall grant participation. Her role will also serve as a data manager with the responsibility to report, as well. She will be trained to be trainer at the district level for all PD associated with the project.	Mrs. Wagner's qualifications include having 3 years of Educational Administrative Experience, including being a building principal, a curriculum specialist and special education supervisor.	Her relevant prior experience as a building principal allows her to be very familiar with grants, their sustainability and the on-going accountability measures associated.	

