### North Union Local (050336) - Union County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (49)

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

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

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**Adjusted Allocation**

0.00

**Remaining**

-14,991,471.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
   Into the Future...With a Plan

2. Executive summary: Please limit your responses to no more than three sentences.
   North Union Local, Fairbanks Local and Mechanicsburg Exempted Village, in partnership with Metropolitan Educational Council (MEC) and EnvisionEdPlus will address achievement, cost reduction and shared service goals as they re-envision the high school experience within and between districts so every graduate leaves high school with the hard and soft skills they need to succeed in their chosen post-secondary education and/or career pathway. Consortium districts will a) implement a common 9th grade course where students will build and develop a sense of self through the creation of a personalized, career-inclusive 10 year education plan that will drive their individual academic & college/career preparation and b) use EnvisionEdPlus’ Innovation Design Team process to re-design HS operational, structural and academic systems optimizing student learning opportunities. As part of this approach MEC will facilitate a shared service pilot integrating common software/hardware platforms and using a differentiated approach to professional learning which supports the effective deployment of state-of-the-art instructional methods allowing high schools to share teaching staff and students across the consortium increasing opportunities for students without increasing costs.

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.

1045 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:

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5. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant
   Dr. Rick Smith
   Organizational name of lead applicant
   North Union Local Schools
   Address of lead applicant
   12920 State Route 739
   Phone Number of lead applicant
   7409431603
   Email Address of lead applicant
   rsmith@nu-district.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.
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

Youth graduating from high schools in North Union LSD, Mechanicsburg EVSD, and Fairbanks LSD achieve their diplomas but oftentimes lack skills needed to succeed in post-secondary education and workforce because they do not know who they are, where they are going and how to get there. ACT data shows that North Union and Mechanicsburg students perform below state/national average on ACT. Union County Business Association reports area graduates lack hard and soft workforce skills essential for productivity in the workplace. In order to ensure all students graduate with the skills they need for a 21st century workplace, they must be developed through a 21st century academic experience. However, given the rural nature of consortium districts and the small student enrollment (total students 9-12 - 1,045: 280 Mechanicsburg, 435 North Union, 320 Fairbanks), districts do not have physical space, fiscal/human resources or technology capacity to provide necessary learning experiences to all children on their own.

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

Rubric Item 1, 2: Bold, innovative solution and strong project description North Union Local, Fairbanks Local and Mechanicsburg Exempted Village, in partnership with Metropolitan Educational Council (MEC) and EnvisionEdPlus are re-envisioning the high school experience and re-designing systems (within and between districts) so every graduate leaves high school with the hard and soft skills they need to succeed in their chosen post-secondary education and/or career pathway. College/Career Planning Guides Student Learning. All 9th grade students in each HS will participate in a common Freshman Transitions course using Academic Innovations’ research based Career Choices curriculum. Students and teachers will engage in an interactive learning process where students develop a sense of self, explore and evaluate education/career options and develop an online personalized, career-inclusive 10 year education plan that will drive their individual academic & college/career preparation. Annually, students will revisit and update their 10-year plans continually refining them so they truly guide learning experiences. System Redesign Aligned to Student Needs. EnvisionEdPlus will facilitate an Innovation Design Team process with each district to completely re-envision HS operational, structural (including capital projects) and academic (including curriculum, course offerings, instructional pedagogy and academic learning environments) systems to optimize student learning opportunities and align them with student needs identified within 10 year plans. District will develop non-traditional MOUs sharing both teaching staff and students across districts without charging fees for services. This will reduce ongoing expenditures for each district and more efficiently/effectively use available resources. Districts will complete capital and/or renovation projects to create digital learning centers (flexible use spaces where students can collaborate with each other and with learners around the world). Districts will provide job embedded training for teachers and leaders to build their capacity to implement the new framework and utilize the new/repurposed space. Districts will collaborate to purchase long term data collection and analysis services to track student outcomes post graduation and better understand student/family needs. Technology Infrastructure Shared Service Pilot. In partnership with MEC, districts will pilot a shared service model to reduce costs and improve access to new learning opportunities for students. MEC will facilitate the purchase, distribution and management of common software, hardware and LMS systems and other key technology resources, accessing volume discounts districts will not receive alone. MEC will use a blended approach to provide differentiated teacher training to develop their skills to create high quality blended and digital learning experiences for all students. As a result, every student will have significantly greater access to the courses (HS, Career Tech, college) they need, in the format they choose (face to face, blended, digital) so they can meet their personal education/college/career plans. Training will include using technology to connect with schools, businesses and communities around the world giving students the opportunity to share learning, build global competencies and further develop hard and soft skills essential to postsecondary success. This pilot will later be expanded to other MEC partners further decreasing costs and increasing learning opportunities for all participating districts.

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.)

Project Outcome 1: Consortium partners will increase student achievement by re-designing the HS experience so students graduate college and career ready as measured by Ohio's Prepared for Success benchmarks. College Admission Test Baseline 2013: 13-20% of students across the consortium participated in ACT By 2015: school redesign plan create strategies for increasing ACT participation and preparation By 2020: 60% of students across the consortium will participate in ACT. College Remediation Rate Baseline 2012: 65% of students in the consortium need 1 or more remedial college courses. By 2015: school redesign plan creates strategies for decreasing remediation rates
2020: 32.5% of students in the consortium need 1 or more remedial college courses. Dual Enrollment Baseline 2013: 15-20% of students in the consortium earned at least 3 college credits before HS graduation By 2015: school redesign plans share access to personnel costs across districts for 2020: 40% of students in the consortium earn at least 3 college credits before HS graduation Industry Sustenability

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

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

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)
- 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.

14,964,204.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

More than 1/2 of the budget is going to construction of new innovative learning environments to better provide for students’ learning needs in the 21st century type of school systems that we are trying to create. Additionally, the consortium will be purchasing additional curriculum and instructional supplies that will be shared across the districts within the consortium as well as that make learning possible through a digital collaboration where students in any locale may be virtually attending classes in either of the other two districts. All districts have agreed to provide staffing (access to a teacher) and related resources to the other districts who are participating in this consortium to facilitate this type of learning. More than $2,000,000 in resources will be needed for professional development that will allow staff to take significant steps forward into this disruptive, innovative, systemic change process, and the new learning opportunities that will thus be made possible and available to the students of the three initial consortium rural high schools. This innovation allows for opportunities to these respective students that they would otherwise not have due to the fiscal constraints as well as geographical distances between - that otherwise might be available to much larger urban and suburban school districts. The greater, longer term concept is that this would be expandable to many other districts, initially within the MEC consortium, and potentially in time, beyond even those boundaries, to offer the potential for literally thousands of new learning opportunities to students around the state.

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 in the Financial Impact Table in the box below.

Many items included in the grant will have no additional costs to the district. This is due to pre-purchasing maintenance contracts and five year software licenses. However, there are some additional expenses associated with the grant that will need to be supported by the general funds of the two districts that are adding additional space to their respective districts. Both North Union LSD and Fairbanks LSD understand that there will be additional expenses associated with the operation of the additional square footage. These expenses include - HVAC, electric, natural gas, and cleaning supplies. Both districts plan to use existing staff to provide the labor to maintain the facilities. Mechanicsburg will not have any additional expenses associated with their renovation of existing spaces once the renovations are completed. Total New/recurring Costs: $16,500.00 per year $10,000 in additional costs for North Union. $6,500 in additional costs for Fairbanks. This is the net increased in costs associated with this grant due to the additional square footage and new learning spaces. The additional learning spaces will increase the costs for natural gas and electric. The majority of the additional utilities have been offset by HB 264 projects, prior energy efficiency measures, and renewed lower energy contracts.

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
achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for

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

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.

There are no projected savings directly from the implementation of the project. The cost savings that allow for this project come from reductions in staffing costs as retirements take place over the next 5 years and those staff members are replaced with either less experienced employees, or potentially not replaced at all as programs are phased out in order to continue to allow for this innovation to continue to thrive.

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range7/1/2014 - 8/30/2014

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

Rubric Item 9. communicating and coordinating Gantt Chart and progress monitoring database will be critical tools for monitoring and reporting project success. Project Manager will use these tools for data tracking and then for reporting outcomes to key stakeholders and Ohio Department of Education. Project Manager and Project Director will meet twice a month to coordinate data collection and evaluation activities and develop strategies to address potential problems as they arise. Staff will receive advanced notification for baseline and end of project surveys. Monthly Board of Education reports (in each district) and quarterly community engagement events will further enhance community understanding of the impact that these innovations are having on student achievement and driving resources to class. At the end of each quarter, Project Director and Project Manager will provide a detailed report on data collected to date. Project Leadership Team will review the data and make adjustments to program activities and timelines as needed. Planning Milestones: July: Communicate grant with stakeholders and media, review/revise budget and scope of work; August: Board approval of grant and all contracts; draft project communication plans; finalize timeline/scope of work; schedule professional development and planning sessions; finalize communication
18. Implementation - Process to achieve project goals

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

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

Rubric Item 9. communication/coordination Superintendents/HS Principals will communicate with staff & Board. HS
Principals/Superintendents will notify staff of PD timelines & how to receive stipends and graduate credit. Principals will inform students and families through meetings, newsletters, social media and conversations at building events. Project Manager is liaison among districts, partners/vendors and ODE, and will communicate with personnel regarding technology purchases, installation and facility enhancement project. Project Manager will coordinate training with District Liaisons to ensure funds are used effectively across districts. School Innovation Design Team members will communicate plans with staff. Consortium Communication plan will include significant engagement activities with families, community and other media outlets. 8/2014-10/2014 - PD: Career Choices training; Innovation Design Team, differentiated PD begins (blended approach); Project Activities: community engagement event to update families and community; Facility: construction/facility enhancements begin; order tech/furniture 11/2014-2/2015 - PD: continue training/planning; Project Activities: 9th grade Career Choices curriculum; teachers begin hybrid course design; community engagement event update families/community; Facility: construction/facility enhancements continue; begin furniture/tech installation; 3/2015-6/2015 - PD:continue training, add Summer PD Institute; Project Activities: Ohio State Research Center and Life Track data collection. 9th graders/ staff provide feedback on Career Choices curriculum; teachers continue hybrid course design; community engagement event to celebrate facility completion and share project updates; Facility: construction/facility enhancements completed; begin using new spaces; tech installations/training; staff use new tools to blend/personalize learning.

* Anticipated barriers to successful completion of the implementation phase.

Barrier: managing tech influx, coordinating 3rd party installation, training & product service. Solution: MEC will procure tech assistance which will include end-user helpdesk, network, break fix, integration, & weekly onsite support. The service provided will meet the certification of our chosen hardware vendors. Deeper service will be provided Y1-2, as district technology departments are assisting teachers & managing, building projects. Barrier: On time completion of facility enhancements/tech access. Solution: District Liaisons and contractors will work together to develop plans for ensuring on time completion. Emergency bid waiver will be requested to allow project to start sooner. Barrier: Not all staff in all consortium districts are ‘ready’ to take on additional innovation efforts; Solution: MEC will procure PD from certified third party sources that optimize transformation. PD will model student learning and include face to face (F2F), blended, flipped, and online resources. PD will coincide with ISTE, INACOL, Quality Matters, PBL, Google Apps for Education, and Schoology certifications. F2F & Blended PD topics will be available as differentiated PD modules inside LMS to further personalize their staff PD. Common online LMS will allow teachers from all grade levels to ‘dip into’ digital content creation as soon as they are ready and collaborate with peers of all skill levels, across district boundaries. All districts will begin facility projects right away. 9th grade teachers will receive training to implement Career Choices curriculum during 2014 and will train the rest of the staff over time. However, Career Choices will be implemented in some HS during FY15 and others FY16. All HS will begin School Innovation Design Team planning during FY15 but implementation will scale over 2-3 years depending upon readiness and capacity.

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

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

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

Monthly: data collection for process/outcomes evaluation; Innovation Design Team feedback; reports to Boards of Education; Project Manager/Project Director planning/evaluation sessions (twice/month) Quarterly: process/outcomes reports to Project Leadership Team and Boards of Education 8/2014-10/2014 - Academic Achievement/Shared Service Project Monitoring: baseline data collection; School Building Innovation Assessment; staff survey (capacity to utilize technology, blended learning, and project based instruction, rigor/relevance framework); Progress Monitoring Tool tracks completion of project activities and staff participation in PD; student engagement perception survey. Cost Reduction Project Monitoring: Cost of Retaining Project Monitoring: Treasurer reports quarterly to Board and Project leadership team. 11/2014-2015 - Academic Achievement/Shared Service Project Monitoring: update student Prepared for Success indicators end of 1st semester; Progress Monitoring Tool tracks project activities; Cost Reduction Project Monitoring: Treasurer reports quarterly to Board and Project leadership team 3/2015-6/2015 - Academic Achievement/Shared Service Project Monitoring: end of year data collection - School Building Innovation Assessment; staff survey; student engagement survey; Prepared for Success data; Progress Monitoring tool data. Cost Reduction Project Monitoring: Treasurer reports quarterly to Board and Project leadership team 7/2015-9/2015: Summative Evaluation: final project evaluation reports to ODE; Cost reduction: final quarterly reports to Board and Project Leadership Team.
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 workday for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The following instructional practice changes are anticipated in each consortium HS and will positively impact student achievement (as defined by ODE Prepared for Success indicators), and/or reduce costs by increasing shared services. a). Increased use of project based instruction to problems occurring in community and around the world b). Decreased reliance on textbooks/workbooks and increased use of web based materials/digital content to engage students and enrich learning. c). Increased learning personalization so teachers more clearly understand student needs and target interventions. d). Blended learning practices will replace teacher directed instruction giving teachers more time to personalize learning and connect students with real world problems. e) Teachers will have higher expectations of student capacity to innovate and will plan richer/more engaging learning opportunities. f) Deeper engagement with business/community partner offer students greater access to real world problem solving. g) Teachers will have greater capacity to design digital content and blend face to face, and digital content better meeting student needs. h) Instruction and course content will be more directly aligned to student post-secondary interests/plans. i) Personalized 10 year career infused education plan will guide every student’s academic experience Organizational practice changes are anticipated in each consortium HS and will positively impact student achievement (as defined by ODE Prepared for Success indicators), and/or reduce costs by increasing shared services. Academic calendar (school day/school year) will be changed to provide greater flexibility for adults to collaborate and learn together and for students to access the breadth and depth of curriculum they need to reach their post-secondary goals. Each district will increase capacity to provide blended/online PD to staff using courses created by their own consortium and MEC. This will decrease ongoing PD costs which can sustain technology and digital content. Using EnvisionEdPlus Innovative Design Process, teachers and leaders will re-organize the school day and schedule to provide students with a more 21st century educational learning environment. Consortium districts will develop systems to more effectively assess their long term impact on graduates - and use that data to inform future plans for meeting student needs. Availability of new/re-designed facility space (and PD which teaches them how to use space well) will inspire teachers to think differently about how they organize learning experiences for children. Students from any consortium HS will be able to access coursework from teachers (face to face, blended, digital) at their HS or any consortium HS. Districts will alter graduation requirements to include requirement of blended/digital coursework. Students will have greater access to HS, Career Tech and college coursework aligned to their personal education plan and in the format they choose. MEC will act as technology intermediary allowing districts greater purchasing power/reducing costs. Districts will collect, analyze long term outcome data (through OSU Research Center and Life Tracks) on graduates 5-10 years after graduation. This long term data will be used to continually refine school redesign.

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.

Preparing for Success: A 2012 report developed by The Bridgespan Group notes in today’s world, a high school diploma no longer provides access to employment opportunities capable of providing income levels and job stability required to support a family. Forty years ago, there were significantly more jobs available to those with only a high school diploma. The field recognizes that the attainment of a postsecondary degree (four-year, two-year, certificates with high labor-market value) is required to earn living family wages and to be capable of breaking the intergenerational cycles of poverty the currently afflict so many families and regions across the country. (Harvard Graduate School of Education, Pathways to Prosperity 2011). Career Choices Curriculum was rated as a Promising Practice by US Department of Education in
It's report GENDER EQUITY VOCATIONAL/TECHNICAL EDUCATION AND SCHOOL TO WORK. Teachers surveyed responed that the Curriculum is highly successful in achieving its goals. Reviewers gave it an "excellent" rating for replicability. The Career Choices Curriculum teachers also rated it as "Better" or "Significantly Better" than other programs with similar purposes. Shared Services/Reducing Costs: In 2010, Dr. Sharif M. Shakrani, from Michigan State University conducted a study regarding consolidation and several cost saving alternatives to consolidation. In his research, he stated "School district consolidation has been used extensively as a strategy to reduce fiscal cost of education and address the quality of curricular and instructional efficiency of small and rural school districts. However, there is little research-based evidence to prove that consolidation has solved the problems for which it has been intended - those of finance, staff reduction, facilities and curriculum improvement". Dr. Shakrani recommended consideration of three primary alternatives: Coordination of Administrative Services, Program Coordination Across Districts and Voluntary Inter-District Coordination. Consortium districts have been working together to implement these alternatives at some level for many years. North Union and Mechanicsburg began sharing a treasurer in 2013; All three districts are served by ESCs and participate in joint vocational school programs to increase services and decrease costs. However, past coordination efforts have generally been limited to special populations and/or non-instructional services. Dr. Shakrani explained Voluntary Inter-District Coordination as "a voluntary arrangement made by two or more districts to share services, programs, or resources...This form of coordination differs...in that resources and services are shifted from district to district instead of a central location". The "advent of educational technology and distance learning comprises an alternative strategy for offering instruction. Education technology makes it possible for small schools to have access to a broader range of information and curricular offerings, so that learning opportunities can be expanded without the need for consolidation". While data shows that preparing for success and shared services are well founded in research, The North Union Consortium, plans to deepen these coordination opportunities, particularly around Program/Resource Coordination (MEC pilot) and Voluntary Inter-District Coordination (redesigning systems to share students and staff across districts). As a result, Innovation Design Teams will implement a disruptive innovation that has not been implemented before in Ohio allowing districts to provide high quality education for students at a manageable cost while still retaining the advantages of smallness and community identity.

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.

Project Director and Project Manager will conduct evaluation (internal). Project Director - Diana Martin, High School Principal, dmartin@nu-district.org, 740-943-1802 Project Manager - Ellen Cahill, MEC Consultant, dr.mellencahill@gmail.com, 614-203-2364

* 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 outcomes and outcomes and the systems in place to track the project's progress.

Project Outcome 1: student achievement Types of Data: Report Card Prepared for Success indicators; School Building Innovation Assessment; staff/ student surveys ; staff PD participation; data collection system to track graduate outcomes Formative outputs (semester): # 9th graders completing 10 year plan Report Card Prepared for Success indicators; # staff participating in project PD. Summative outputs (annual): # staff perception surveys; building innovation assessments; # 9th graders completing 10 year plan; # staff participating in project PD; Report Card Prepared for Success Project Outcome 2: reduce ongoing costs by $366,274 for FY16 Formative & Summative outputs: Quarterly/Year end Fiscal Reports Short Term reductions: During FY16 the consortium anticipates the following cost reductions -personnel costs will decrease $17,839,641 in FY14 to $17,768,805 in FY16 -purchased service cost will drop from $5,767,167 in FY14 to $5,603,667 in FY16 -supply costs will drop from $1,358,349 in FY14 to $1,310,849 in FY16 -other costs will drop from $784,168 in FY14 to $687,013 in FY16 LongTerm reductions: During FY20 the consortium anticipates the following cost reductions -personnel costs will reduce from $17,839,641 in FY14 to $17,659,985 in FY20 -purchased service cost will reduce from $5,767,167 in FY14 to $5,603,667 in FY20 -supply costs will reduce from $1,358,349 in FY14 to $1,310,849 in FY20 -other costs will reduce from $784,168 in FY14 to $687,013 in FY20 Project Outcome 3: Pilot a scalable shared services model Formative Outputs (by semester): % staff participating in project related PD; % staff implementing strategies learned through project related PD; Summative Outputs: # hybrid courses; # PD modules; # students accessing courses not locally offered - at no additional cost; # new courses created that aligned directly to student plans and offered to students across districts; # staff teaching courses with students enrolled from more than 1 district.

* 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.

Project Director & Manager will co-create database to monitor process/outcomes data and meet twice per month to review progress and address problems. District Liaisons/Project Director will meet twice per month with contractors in charge of facility projects to ensure capital projects are on time/within budget. District Liaisons will meet with Superintendents and treasurers monthly to address construction related issues. Project Manager will visit sites weekly to promote open communication. Project Manager, Project Director and Fiscal Director will meet monthly to assess cost reduction progress. Monthly Boards of Education & Project Leadership Team reports will be provided. Progress Monitoring Systems: Database will track all professional learning activities, staff involvement in project activities. Database will also track purchases, use/availability of space/tech access. A gantt chart will be used to establish & visually monitor timeline. Project Manager & Lead Treasurer will issue monthly report to Boards on progress and next steps. Staff and student perception surveys (Aug 2014, June 2015, annually thereafter). Project Leadership Team will receive monthly reports on facility projects, building implementation successes and challenges. At the end of each semester, Project Manager will provide mid-year data report and Project Leadership Team can make course corrections as needed. Annually, Project Leadership Team will use Ohio Report Card Prepared for Success data to adjust process/outcomes for the following year. Monthly/Quarterly and annual Fiscal Director will meet with district leaders/Fairbanks Treasurer to discuss budget challenges/successes and recommend adjustments to ensure reduction outcomes are met.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.
Utilization of a greater share of resources in the classroom validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to the applicant should provide details on the quantifiable measures of short anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

This is a completely new innovation so there are no comparable benchmarks. Project Outcome 1: Consortium partners will increase student achievement by re-designing the HS experience so students graduate college and career ready as measured by Ohio’s Prepared for Success benchmarks. Short Term Benchmarks (by June 30, 2015) * Student achievement in Prepared for Success indicators is not expected to change much - if at all - during initial project year. FY15 is primarily planning and initial implementation for programs impacting incoming 9th grade students. Administration will make specific efforts to increase ACT participation and dual enrollment participation during FY15 but other indicators cannot be addressed through initial planning. 1% increase in number of students across the consortium participating in ACT

No change in number of students who need 1 or more remedial college courses. 1% increase in number of students in the consortium earned at least 3 college credits before HS graduation - No change in # of students who earn credentials from their local technical school

* No change in # graduates earn Honors Diploma

* No change in # of students taking AP courses or the passage rate (3 or higher) Long Term benchmarks (by June 30, 2020) 60% of students across the consortium will participate in ACT. 32.5% of students in the consortium need 1 or more remedial college courses. 40% of students in the consortium earn at least 3 college credits before HS graduation 28% of students across the consortium will earn credentials from their local technical school 60% consortium graduates meet Honors Diploma requirements 50% of students in the consortium are taking AP courses and of those who take the test, the passage rate (3 or higher) is between 75%

* Spending Reduction in the five-year fiscal forecast

Project Outcome 2: reduce ongoing costs by $506,551 (FY 2017 and beyond) using technology and sharing teaching staff and students across districts so all students can access coursework (HS, Career Tech, college) aligned to their personal plans which cannot be offered locally. Short Term reductions: During FY16 the consortium anticipates the following cost reductions - personnel costs across the consortium will reduce from $17,839,641 in FY14 to $17,788,805 in FY16 - purchased service cost across the consortium will reduce from $5,767,167 in FY14 to $5,603,667 in FY16 - supply costs across the consortium will reduce from $1,358,349 in FY14 to $1,310,849 in FY16 - other costs across the consortium will reduce from $784,168 in FY14 to $687,013 in FY16 Long Term reductions: During FY20 the consortium anticipates the following cost reductions - personnel costs across the consortium will reduce from $17,639,641 in FY14 to $17,659,985 in FY20 - purchased service cost across the consortium will reduce from $5,767,167 in FY14 to $5,603,667 in FY20 - supply costs across the consortium will reduce from $1,358,349 in FY14 to $1,310,849 in FY20 - other costs across the consortium will reduce from $784,168 in FY14 to $687,013 in FY20

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

Project Outcome 3: Pilot a scalable shared services model where MEC facilitates access to technology (hardware and software) and training so districts have capacity to share staffing and students more effectively and vastly increasing learning opportunities for students while decreasing operational costs. Short Term Benchmark, by June 30, 2015: 9 hybrid courses created 9 blended teacher PD modules available
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

Time and effort to implement the project in another district & plans to share lessons learned: This project is specifically designed for scale and replication in districts. MEC can support districts in determining their specific technology needs and using their purchasing power to keep costs below what districts could purchase themselves. Once technology has been purchased, districts would need to provide professional development to staff over the 3 year period to build their capacity to fully gain the benefits of blended and virtual instruction. At the same time, districts would complete a 3-4 year Innovation Design process where staff, leadership and partners engage in planning and implementation of disruptive innovations completely shifting the instructional model, operations and culture of the HS. It requires a long term commitment that requires districts and their unions to collaborate - rather than compete for resources. District and building leaders must fully commit to rethinking all systems - instructional, support, human resource, facility and financial. Less than full commitment will result in less than satisfying results. It can also be used to support smaller scale innovation in schools struggling with capacity issues or those that do not feel ready to overhaul the entire system. Consortium districts plan to share their lessons learned through their ESCs and MEC’s network. They will propose sessions for at state level conferences including: Ohio School Boards Association, Ohio Association of Secondary School Administrators, Ohio Innovative Learning Environments Conference. How can 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: EnvisionEdPlus offers districts a framework for redesigning teaching and learning. This framework “Four Tenets for Re-Envisioning Education provides schools, communities & partners with strategies to shift instructional & operational practices to make significant gains in academic achievement & reduce ongoing costs. EnvisionEdPlus created a rubric leaders can use to self assess progress toward achieving full implementation of the Tenets. This framework, training and tools can be replicated in any school/district - in Ohio and beyond. MEC is creating a blended learning professional development model that allows schools and teachers to differentiate training based on teacher needs and interests. As it is developed, it will be made available to districts throughout the state and nation. Plan to increase the scale and scope of the project within the district or consortium: MEC will scale the shared service model across districts it serves. Consortium districts will scale project K-8 to increase opportunities for younger students. EnvisionEdPlus will share this work with districts and community schools in Ohio, Michigan and Kentucky and across the US as it supports innovation in other locations.

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).

We 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. Rick Smith, North Union Superintendent Bob Humble, Fairbanks Superintendent Daniel Kaffenbarger, Mechanicsburg Superintendent Danielle Prohaska, Transitioning in - Mechanicsburg Superintendent
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
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<tbody>
<tr>
<td>Danielle</td>
<td>Prohaska</td>
<td>937-834-2453</td>
<td><a href="mailto:prohaskad@mcburg.org">prohaskad@mcburg.org</a></td>
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<td>Bob</td>
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<td>937-349-3731</td>
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<tr>
<td>First Name</td>
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<td>Telephone Number</td>
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<tr>
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<td>800-738-6466 EXT 102</td>
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<td>1271 Port Drive, , Clarkston, WA, 99403</td>
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<td>614-247-8140</td>
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<td>Ohio State University Research Center - John Glenn School of Public Affairs</td>
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<td>James</td>
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<td>(614) 473-8300</td>
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<td>Metropolitan Educational Council</td>
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<td>1352 Shelby Circle, , Reynoldsburg, OH, 43068</td>
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<td>937-484-1557</td>
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<td>Madison-Champaign Educational Service Center</td>
<td></td>
<td>1512 South US Hwy 68 , Suite J100, Urbana, OH, 43078</td>
</tr>
<tr>
<td>Eric</td>
<td>Phillips</td>
<td>(937) 642 - 6279</td>
<td><a href="mailto:ephillips@unioncounty.org">ephillips@unioncounty.org</a></td>
<td>Union County Chamber of Commerce</td>
<td></td>
<td>227 E. 5th Street, , Marysville, Ohio, 43040</td>
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## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>Dr. Ellen</td>
<td>Cahill</td>
<td>Project Manager</td>
<td>Dr. Cahill will coordinate all project activities. She will receive a consultant contract from MEC to coordinate all project activities during the grant (FY15) and sustainability period (FY16-FY20). She will facilitate consortium planning meetings, coordinate and schedule professional development and work closely with HS principals, Project Director and District Liaisons to monitor progress, collect, analyze and report progress/evaluation. Dr. Cahill will be primary contact with vendors and partners, speaking on behalf of MEC and consortium members. She will complete all project reporting to Ohio Department of Education and provide monthly/quarterly reports to district Boards of Education informing them of project progress and outcomes. Dr. Cahill will meet regularly with Project Director and Project Leadership Team to review progress, recommend changes to processes when/if outcome measurements are not being met or as challenges arise. Together, Dr. Cahill, Project Director and Fiscal Director will ensure the project outcomes are met and finances are expended on time/within budget. She will ensure districts and partners adhere to Assurances.</td>
<td>Ellen Cahill is an Educational Consultant for Battelle For Kids and ESC of Central Ohio and is an adjunct professor for Concordia University Chicago. In a consortium of 14 school districts and 5 Higher Education Institutes, Ellen coordinates a RttT grant for Central Ohio High School &amp; Higher Education Alignment Consortium's English and mathematics faculty to target strategic instructional shifts in Common Core State Standards to reduce college freshman remediation and increase access rates. Ellen facilitates systemic leadership training in BFK's value-added analysis processes and educator effectiveness for national clients and assessment literacy for Ohio's RttT initiative. She teaches on-line doctoral and graduate courses in leadership, curriculum design, and data-based decision-making using Blackboard LMS. For the Ohio Instructional Leadership Academy, an Ohio RttT grant, Ellen has developed on-line instructional design and content and is an on-line mentor for school leadership teams of teachers and principals to promote collaborative learning environments to meet CCSS rigorous standards. Ellen mentors CUC school principal interns in development as instructional leaders for school improvement in central Ohio. As a credentialed reviewer, Ellen has served on District Leadership Team, responsible for developing district's continuous improvement program.</td>
<td>As South-Western City Schools' Curriculum Coordinator for 16 years, Ellen collaborated with administration, faculty, and staff to facilitate implementation of curriculum initiatives/standards such as K-6 Literacy Collaborative, Tier II Read 180 Program, and Ohio's Academic Content Standards including ELA, Social Studies, Fine Arts, Foreign Language, PE/Health, and Library Services. She managed Title II A grant process for teacher professional development and 250K - 1M dollar allocations for curriculum materials. Ellen acted as the District Value-Added Leader to improve assessment literacy skills in school administrators and teachers. Ellen served on District Leadership Team, responsible for developing district's continuous improvement program.</td>
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<td>Name</td>
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<tr>
<td>Diana Martin</td>
<td>Project Director, North Union High</td>
<td>Mrs. Martin will be in charge of project oversight and partnership development. She will work closely with Project Manager to ensure all project outcomes are completed on time and within budget. She will act as Project Manager's direct supervisor. Mrs. Martin will meet regularly with Project Manager to review progress, address barriers and support Project Manager in ensuring project success. Mrs. Martin will facilitate Project Leadership Team meetings and assist District Liaisons as they work through project. Mrs. Martin will continue to reach out to new partners in Ohio and globally to provide new opportunities and experiences for collaboration for district partners and students. She will ensure districts and partners adhere to Assurances.</td>
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<td>School Principal</td>
<td>Mrs. Martin is the Principal of North Union High with a BS in Secondary Education and a Masters degree in Educational Administration. As a teacher, Mrs. Martin was actively involved in writing and receiving grants for school improvement. As a curriculum director at Delaware Union ESC, she wrote and supervised a Capital Improvement grant from the State of Ohio. Mrs. Martin embraces change and has been a leading force at North Union in promoting the change to the 21st century in education design and process. She has strong relationships with consortium leaders and partners. Mrs. Martin will continue to reach out to new partners in Ohio and globally to provide new opportunities and experiences for collaboration for district partners and students. She will ensure districts and partners adhere to Assurances.</td>
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<tr>
<td>Fairbanks Local</td>
<td>Consortium Grant co-applicant school</td>
<td>Fairbanks Local will continue project planning, implementation and evaluation. Add Freshman Transitions course - students create 10 year plan to be updated annually throughout HS. District leaders &amp; key staff will participate in Innovation Design Team process &amp; re-envision HS operational, structural &amp; academic (including curriculum, course offerings, instructional pedagogy &amp; academic training) to achieve goals and successfully complete projects much larger than our size would preclude. In 2008 the district completed it's first building project (via OSFC) in over 25 years. Fairbanks and Mechanicsburg work closely with North Union on many projects and Fairbanks teachers and students regularly use technology and STEM pedagogy to increase engagement and achievement. Many teachers blog as a means of communicating with students and parents. We have elementary robotics clubs and students model real world voting processes for student council.</td>
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<tr>
<td>District</td>
<td>school district</td>
<td>Fairbanks LSD has worked with many surrounding districts in Central Ohio to achieve goals and successfully complete projects much larger than our size would preclude. In 2008 the district completed it's first building project (via OSFC) in over 25 years. Fairbanks and Mechanicsburg work closely with North Union on many projects and Fairbanks teachers and students regularly use technology and STEM pedagogy to increase engagement and achievement. Many teachers blog as a means of communicating with students and parents. We have elementary robotics clubs and students model real world voting processes for student council.</td>
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District will participate in developing non-traditional MOUs sharing teaching staff & students across districts without fees for services. District will complete capital project to create digital learning center. District will provide job embedded training for teachers & leaders to build capacity to implement new framework & utilize new/repurposed space. District will purchase long term data collection & analysis services to track student outcomes post graduation & better understand student/ family needs. District will pilot shared service model to reduce costs & improve access to learning. District will contract with MEC to facilitate purchase, distribution & management of common software, hardware, LMS systems & other key technology resources. Operational systems will be changed & staff professional development provided to so every student has greater access to courses (HS, Career Tech, college) in the format they choose (face to face, blended, digital) to meet personal education/ college/career plans. District will share results across in Ohio to support replication. District will work closely with project management team to ensure ODE communication & reporting is complete, accurate & timely. Fairbanks Local will adhere to all Assurances.

**Legend:**

<table>
<thead>
<tr>
<th>BJ Thaman</th>
<th>Thaman Liaison, Director of Technology</th>
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<tr>
<td>BJ Thaman will coordinate all district and building level project activities. He will ensure district/building staff participate in required professional development, manage facility and technology upgrades within the district and support staff/leadership as they adapt to new instructional/operational strategies. He will be a member of the Project Leadership Team and work closely with superintendents and implementation staff to share essential services. In FY15, Fairbanks and North Union will share curriculum services to further expand alignment across districts and reduce operational costs. Fairbanks has been a Google Apps for Education district for three years, is in its second year of transitioning our LMS from Moodle to Schoology, and is aggressively deploying chromebooks in every grade.</td>
<td>BJ Thaman has served as Fairbanks Local School District's only Technology Coordinator. Over the last 14 years, he has designed and supported the District's IT infrastructure (hardware, software, and technology services.) He was an active member of the District's Leadership Team during the District's first OSFC building project in 2007-08. He also provides elections. Many interactive events occur throughout the district which actively engage the community in learning. Area veterans are very involved in sharing and learning together with students. Service and character are core components of the academic culture at Fairbanks and specific skill building activities take place in every classrooms throughout the year to continue this focus.</td>
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Although Fairbanks is a small district, we are quite competitive with our technology innovations. Over the past 14 years we have integrated traditional technology (desktops, servers, projectors) mobile technology (campus wide wifi, mobile carts, ipads, chromebooks) collaborative technology (smartboards, blogs, Google Apps for Education, Moodle)
### Scott Maruniak
Project Finance Director, North Union & Mechanicsburg’s Treasurer/CFO

Scott Maruniak is treasurer of both North Union and Mechanicsburg. He will work closely with Project Leadership Team to ensure all fiscal expenditures occur on time and are within budget.

He will communicate regularly with Fairbanks CFO to ensure they understand expectations and are adhering to Assurances. He will follow ODE requirements for financial reporting and funds requests in a timely manner and according to grant requirements. He will work closely with Fairbanks’ treasurer to ensure project sustainability and fiscal outcomes are reported and cost reduction goals are met. He will communicate expenditures to Project Leadership Team and North Union, Mechanicsburg, Fairbanks superintendents monthly/quarterly so the information is readily accessible to Boards of Education and community members.

Mr. Maruniak has been the interim treasurer at Fairbanks, and has served as the Treasurer/CFO at North Union for 17 years and has since become a shared services Treasurer/CFO at Mechanicsburg. His experiences offer a unique working knowledge of all 3 districts. Additionally, Mr. Maruniak has experiences in setting up collaboration between multiple districts for the purposes of shared services. He has been integral in creating a shared services contract for our Food Services Director to Ridgemont Local Schools as well as negotiating the contracts for shared services for North Union's Director of PK-12 Curriculum & Instruction to provide Curricular Services to Fairbanks in the coming year. Additionally, he has been integral in establishing the same arrangement for North Union's Director of PK-12 Curriculum & Instruction to provide professional development for staff and students. BJ is currently assisting teachers in grades 2-5 to integrate chromebooks into their lesson plans and actively work students to increase their technology skills. BJ has also participated in PBL training through the ESCCO and has supported teachers as they implement and revise their PBL lessons for over three years. BJ works closely with other area districts as part of the Delaware / Union Technology Coordinator group, of which North Union and Mechanicsburg are also members.

Mr. Maruniak is one of the few Treasurer/CFOs in the state that has experiences as a shared services employee. He has several experiences of significant cost reductions saving his district millions of dollars of future money, while student achievement has continued to increase. Cost savings management across the district due to several HB264 energy savings initiatives, again saving future money. All of these cost savings have allowed the district to drive more money, both current and future, directly into the classroom.

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Fairbanks LSD was one of the first districts in the area to add an Educational Media course to its offerings. This program was started in the High School in 2001 and is now available for our Middle School students as well. Fairbanks has long history of working with other area districts. Together we have created summer PD workshops and collaborative events for our teachers and staff.

*Retired,* Schoology) and digital media (podcasting, video production, multimedia presentations.)
| Ohio State University | Research Center | ongoing research and data tracking service provider | Ohio State Research Center will be providing data for students after they leave our programs (in all three districts) in area like GPA in college, career earnings, percentage of students in the job market, percentage on welfare, percentage in the job and family services sector etc, in order to numerically track some of indicators of a successful career and life in comparison to other schools who are in the MEC consortium and other school in our local comparison groups such as our athletic leagues. | They are currently working with the North Union Local School District, the Ohio Department of Education and Columbus City Schools to develop the protocols, data base resources, and success indicators for this brand new (innovative) research study. | 1 year has been invested in this particular research project. Ohio State University is one of the premiere research facilities across the nation. |

<p>| Michele Timmons | President, EnvisionEdPlus | Over the course of 5 years, EnvisionEdPlus will provide 45 days of service building staff capacity to re-design educational systems to optimize learning opportunities for all children. In each HS, all systems (instructional, human resource, financial, etc.) will become flexibly designed and nimble, allowing for ongoing adaptations to meet the changing needs of children, the greater learning community and technological advancements. EnvisionEdPlus will assist districts and HS leaders in more effectively linking PK-16 Education, industry and community systems and forging mutually beneficial partnerships which forward each other's mission so all organizations thrive in this changing world. EnvisionEdPlus will assist districts and their partners to view partnership through the lens of advancing each other's mission, not only the needs of schools and children. Through this strength based approach, the organizations will be able to promote long term sustainability of each system and the partnership itself. | As Founder and President of EnvisionEdPlus, Michele Timmons and an amazing team of Innovation Specialists have experience supporting school and community leaders in Ohio, Kentucky and Michigan envisioning a new educational system for today's schools PLUS offer expert grant writing and research support to assist schools and non-profits as they implement their vision. She has authored nearly $19,000,000 in funded grant applications for schools and non-profits in Ohio, Michigan and Maryland. She has experience as a federal and state grant reviewer (Ohio and Michigan). Mrs. Timmons led Muskingum Valley Educational Service Center's award winning Care Team Collaborative which supported 15 schools in 6 Ohio counties as they implemented a Comprehensive Systems of Learning Supports to address Mrs. Timmons is a career educator with over 23 years experience as a teacher, principal, district administrator, charter school founder and educational service provider. While working for the KnowledgeWorks Foundation, she served as the Manager of Partnership Development and Technical Assistance Coach at EDWorks and developed a deep understanding of innovation, collaboration and problem solving from a school and systemic approach. At EnvisionEdPlus, she has taken those lessons and developed a series of tools and trainings which build local capacity to assess their progress towards innovation and create/implement plans to move from traditional educational systems to disruptive systems. Michele Timmons' administrative career started at Maysville Local School District, a small rural district in southeastern Ohio. | Mrs. Timmons is a career educator with over 23 years experience as a teacher, principal, district administrator, charter school founder and educational service provider. While working for the KnowledgeWorks Foundation, she served as the Manager of Partnership Development and Technical Assistance Coach at EDWorks and developed a deep understanding of innovation, collaboration and problem solving from a school and systemic approach. At EnvisionEdPlus, she has taken those lessons and developed a series of tools and trainings which build local capacity to assess their progress towards innovation and create/implement plans to move from traditional educational systems to disruptive systems. Michele Timmons' administrative career started at Maysville Local School District, a small rural district in southeastern Ohio. |</p>
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<tr>
<th>Jamie Grube</th>
<th>Executive Director of the Metropolitan Educational Council, technical assistance provider</th>
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<td>MEC, under the direction of Jamie Grube will provide technical assistance to implement shared service model to support district software/hardware purchasing support technology operations and technology-enhanced classrooms and in person and in virtual environments. Mr. Grube will oversee all MEC staff and consultants working on the project. He will be a part of the management team and will actively support project development and implementation throughout the project.</td>
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<td>James Grube is Executive Director of the Metropolitan Educational Council in Columbus, OH. He is a former School Superintendent, Human Resource Director, High School Principal and Teacher. Jamie earned a Bachelor of Science degree in Business Education from Bowling Green State University and a Master of Arts degree from The Ohio State University in Educational Policy and Leadership. After spending 19 years in K-12 Education, Mr. Grube accepted the Executive Director position at MEC, a large purchasing cooperative and Information Technology Center serving over 220 schools, municipalities and other public sector organizations in Ohio. Jamie’s goal as a public servant has always been to maximize the benefit to the people and organizations he serves. Since joining MEC, membership has climbed dramatically, new program offerings have been added, and membership where she he led school re-design and innovation efforts at the middle and high school levels. While at Maysville, Mrs. Timmons founded Foxfire Center for Student Success, one of Ohio's first and longest running charter schools. Foxfire's design and strong focus on achievement for all brought it recognition by the US Department of Education as a Model Dropout Recovery School. Her Care Team Collaborative work received 9 state and national awards for best and promising practices addressing non-academic barriers to learning by collaborating across sectors.</td>
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<td>Jamie Grube leads MEC which is one of 23 ITC's formed under section 3301.075 of the Ohio Revised Code and licensed by the Ohio Department of Education to provide technology services to Ohio school districts. MEC ITC services are designed to meet the diverse needs of school districts and related educational organizations by providing innovative, customer-focused, cost-effective information technology solutions. Customers include more than 100 public community schools, parochial and private schools, educational service centers, and career and technical centers of Franklin, Union, Madison, Pickaway, Fairfield and 15 other Ohio counties.</td>
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<td>Union County Chamber of Commerce</td>
<td>Business/School connection and support</td>
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| Mechanicsburg Exempted Village School District | Consortium Grant co-applicant school district | Mechanicsburg will continue project planning, implementation and evaluation. Add Freshman Transitions course - students create 10 year plan to be updated annually throughout HS. District leaders & key staff will participate in Innovation Design Team process & re-envision HS operational, structural & academic (including curriculum, course offerings, instructional pedagogy & academic learning environments) systems to optimize student learning opportunities. District will participate in developing non-traditional MOUs sharing teaching staff & students across districts without fees for services. District will complete capital project to create digital learning center. District will provide job embedded training for teachers & leaders to build capacity to implement new framework & utilize new/repurposed space. District will purchase long term data collection & analysis services to track student outcomes post graduation & better understand student/family needs. District will pilot shared service model to reduce costs & improve access to learning. District will contract with MEC to facilitate purchase, distribution & management of common software, hardware, LMS systems & other key technology resources. Operational systems will be changed & staff professional | Mechanicsburg EVSD has used Ohio improvement process to implement & monitor adult/student indicators for achievement and growth since 2008. Mechanicsburg has worked with ODE to successfully SGM & 3rd Grade Reading Guarantee Grant. The buildings and district have increased their state designation from Effective to Excellent with Distinction, with increases in both student achievement and progress. Most recently the district earned an A in their Progress measure on the new state report card. | Mechanicsburg works closely already with North Union and Fairbanks. There are several shared service agreements already in place among the three districts. In FY15, Mechanicsburg and North Union will share curriculum services to further expand alignment across districts and reduce operational costs. Mechanicsburg has instituted a Strategic Instruction Plan, including district systems and structures for data analysis and formative assessment practices. Mechanicsburg HS has implemented ACT Quality Core End of Course assessments, increasing rigor and college readiness for students, completing and revising short cycle assessments and data assessment procedures. Mechanicsburg core team has presented locally, regionally, statewide promoting educational best practices. |
development provided to so every student has greater access to courses (HS, Career Tech, college) in the format they choose (face to face, blended, digital) to meet personal education/college/career plans. District will share results across in Ohio to support replication. District will work closely with project management team to ensure ODE communication & reporting is complete, accurate & timely. Mechanicsburg will adhere to all Assurances.

| Danielle Prohaska | Mechanicsburg grant representative, transitioning Superintendent | Mrs. Prohaska will coordinate all district and building level project activities. She will ensure district/building staff participate in required professional development, manage facility and technology upgrades within the district and support staff/leadership as they adapt to new instructional/operational strategies. She will be a member of the Project Leadership Team and work closely with other superintendents and implementation staff to ensure project outcomes are met on time and within budget. Mrs. Prohaska will monitor district staff participation in project activities and will work closely with Project Manager to provide data necessary to monitor achievement and shared services outcomes. She will work closely with district treasurer to ensure project sustainability and fiscal outcomes are reported and cost reduction goals are met. She will work with district leadership team and Board to develop MOUs and adapt district/building policies to ensure long term sustainability of project. She will ensure Mechanicsburg adheres to Assurances. | Danielle Prohaska has 7 yr experience as district administrator and instituted balanced literacy, formative assessments, data analysis, and curriculum alignment projects. She also led 3rd gr. Guarantee and SGM Grants and instituted ACT End of Course assessments at the HS. During her time at Mechanicsburg Exempted Village Schools, the district has moved out of school improvement status. The buildings and district have increased their state designation from Effective to Excellent and Excellent with Distinction, with increases in both student achievement and progress. Most recently the district earned an A in their Progress measure on the new state report card. With her support, the district has instituted a Strategic Instruction Plan, including district systems and structures for data analysis and formative assessment practices. Specifically, Mrs. Prohaska has supported teachers and administration in the use of ACT Quality Core End of Course assessments at the High School, increasing rigor and college readiness for students, completing and revising short cycle assessments and data assessment procedures. Danielle Prohaska has presented at many professional conferences including Battelle for Kids Going Green, Scholastic Literacy Summit, OLAC, eTech, Title I, and ACT Quality Core. | Mrs. Prohaska has instituted several district wide programs including balanced literacy, formative assessments, data analysis, and curriculum alignment. In order to ensure fidelity, Mrs. Prohaska publishes the district's strategic plan for instruction and operations. Her experiences in teaching and learning practices make her an asset in planning, implementing and monitoring this program. She led the HS to introduce ACT ACT Quality Core End of Course assessments at the High School, increasing rigor and college readiness for students, completing and revising short cycle assessments and data assessment procedures. Danielle Prohaska has presented at many professional conferences including Battelle for Kids Going Green, Scholastic Literacy Summit, OLAC, eTech, Title I, and ACT Quality Core. |
| **LifeTrack** | Services LLC | Survey provider | LifeTrack Services will track student success along the course of their 10 year plan (Academic Innovations Plan) | They have been rated A+ by the Better Business Bureau. They are providing the service to all three district which is exactly what they do. We are asking them for the only service that they provide. | This company has existed since 1989 and have been dealing with this same type of data tracking for students who have graduated from High School for hundreds of schools around the country, encompassing millions of data points in their research. |
| **Champaign County** | Chamber of Commerce | Business/School connection and support | Link Champaign County businesses with the school systems and seek support of this initiative from those businesses. | The Champaign County Chamber of Commerce is dedicated to creating strong partnerships and support resources to help area businesses and organizations grow and prosper. Their active membership of service, retail, manufacturing and agricultural businesses contribute to a stronger community. for the benefit of all who call Champaign County home. | Champaign County Chamber of commerce was established in 1805. They are active in the Leadership Champaign Organization and work collaboratively with 5 districts to support innovation. With the support of the Chamber, traditional and high-tech industries have evolved in harmony with an extensive agricultural community. Champaign County Leadership class supports others to gain in-depth and "behind-the-scene" knowledge and insight in matters of leadership, government, education, health care, social services, media, local history, economics and development, and quality-of-life issues. |
| **North Union Local** | School District | Lead Applicant of Consortium Grant application | North Union will convene partners & consortium members to continue project planning, implementation and evaluation. Add Freshman Transitions course - students create 10 year plan to be updated annually throughout HS. District leaders & key staff will participate in Innovation Design Team process & re-envision HS operational, structural & academic (including curriculum, course offerings, instructional | North Union has a shared services treasurer between NU and Mechanicsburg that can ensure the following of the finances and related timelines. NU will be sharing Curricular services to both Mechanicsburg and Fairbanks starting FY15 further creating alignment across the districts. All three districts have a working | North Union has an 1:1 initiative at our Middle School and have begun expanding that to the High School with full implementation in the 2014-15 school year. We have trained more than 40 teachers in new and innovative ways to engage students in their learning processes in the classroom. North Union led a presentations in Flex |
North Union will lead consortium in developing non-traditional MOUs sharing teaching staff & students across districts without fees for services. NU will complete capital project to create digital learning center. District will provide job embedded training for teachers & leaders to build capacity to implement new framework & utilize new/repurposed space. NU will purchase long term data collection & analysis services to track student outcomes post graduation & better understand student/family needs. NU will pilot shared service model to reduce costs & improve access to learning. NU will contract with MEC to facilitate purchase, distribution & management of common software, hardware, LMS systems & other key technology resources. Operational systems will be changed & staff professional development provided to so every student has greater access to courses (HS, Career Tech, college) in the format they choose (face to face, blended, digital) to meet personal education/college/career plans. District will share results across in Ohio to support replication. NU will act as fiscal agent, ensuring all funds are expended on time & according to approved fiscal practices. NU will work closely with project management team to ensure ODE communication & reporting is complete, accurate & timely. Project management team will ensure all project activities are implemented with fidelity and project is completed on time/within budget. North Union will adhere to all Assurances.

North Union has led consortia throughout RttT and has been a part of OSFC Building Projects so it can also manage construction requirements. Credit presentations at ESCs and districts around the state. North Union is a leader in the use of MAP data to inform teacher instructional practices. NWEA has requested members of our staff to sit on an advisory committee in the summer of 2014. North Union Elementary has had phenomenal growth gains in special education student achievement and has been asked to present at Title I conferences as well as having presented multiple times at the Project MORE annual conference. We were the first middle school in the state of Ohio to be recognized as an official Project Lead the Way program site. That program has been built up to our High School, and has translated to some of our students being leaders in the state of Ohio in Robotics as well as being selected to compete at the VEX World Championships multiple times.