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Adjusted Allocation: 0.00

Remaining: -924,227.24
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. Project Title:
Ohio Valley Educational Service Center English Language Arts and Math Curriculum Alignment Project.

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

The Ohio Valley ESC ELA/Math Curriculum Alignment Project will align the 11th and 12th grade ELA/Math Curriculum, in the 12 school districts in our service area, with the ELA/Math content in Post-Secondary Institutions in our service area. The content, and pre-requisite course requirements and expectations in years 13 and 14 will be aligned with the content at the high school level. This will be a joint effort of our high schools and service area college/universities, facilitated by the Ohio Valley ESC.

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

3. Total Students Impacted:

3375 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:

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

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

First Name, last Name of contact for lead applicant
Chris Keylor

Organizational name of lead applicant
Ohio Valley Educational Service Center

Address of lead applicant
128 E. 8th Street, Cambridge, Ohio 43725

Phone Number of lead applicant
740-439-3558

Email Address of lead applicant
chris.keylor@omeresa.net

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
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

1. The Power Educator Project (PEP) is a research-based development process for implementing standards-based curriculum, instruction and assessment to improve student learning through teacher effectiveness. In addition, educational leaders support classroom structures that enable teachers to "teach through the standards," ensuring a guaranteed and viable curriculum. For the past eight years, the Ohio Valley Educational Service Center (OVESC) has provided professional development opportunities in the Power Educator Project to area educators. The PEP process consists of five modules. Module One helps district and building level teams answer the question, "What should students learn?" PEP teams (grade level teams, grade-band teams, or departmental teams) collaborate (Richard DuFour) and align curriculum, instruction, and assessment by identifying Power Standards (learning targets based on the Common Core Standards, the Ohio Revised State Standards and the ACT Quality Core) according to the Power Standards Criteria recommended by Douglas Reeves and Larry Ainsworth. In addition, Module One will focus on aligning eleventh and twelfth grade curriculum, instruction and assessment with entry year college academic content to enhance College and Career Readiness. Module Two helps district and building level teams answer the question, "When should students learn the curriculum?" PEP teacher teams design a standards-based Assessment Map, as described by Margaret Searle, which will ensure the standards get proper depth of teaching and are assessed in a timely, well-paced manner (Heidi Hayes Jacobs, Jay McGithe, and Grant Wiggins). Creating an Assessment Map requires teachers to focus collaboratively on learning expectations; the focus is on "what will be learned" and not on "what will be taught."

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

Module Three helps district and building level teams answer the question, "How will we know when each student has learned it?" PEP teacher teams discuss the implementation of intentional, systematic, and ongoing assessments to inform instruction as described by Rick Stiggins, Robert Marzano, Black and Wiliam, Timothy Waters, and Brian McNulty. The PEP Assessment Maps come to life as leaders establish common assessment parameters and as teachers create common pacing assessments for/of learning. Module Four helps district and building level teams answer the question, "How will we respond when a student experiences difficulty in learning?" With the demand for a multiple-measure approach, rather than a single, high stakes test to determine student achievement and the research behind assessment for learning practices, the need for formative instructional practices (Paul Black & Dylan Wiliam and Dylan Williams) has dramatically increased. To provide this personalized approach to teaching, PEP teachers and leaders analyze the real-time Pacing Assessment results and student work in relationship to their Assessment Maps, Power Standards, and accompanying Rubrics. The resulting real-time classroom-level data makes it possible for leaders, teachers, and students to use the "Assessments for Learning" notion to make informed decisions about student learning. Analyzing the results enables teachers to effectively make immediate data-driven instructional revisions, interventions, and enrichments. In other words, teachers do "whatever it takes" to help students learn (Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek). Module Five helps districts and building level teams focus on best practices to improve student learning by doing "whatever it takes." PEP teams focus on analyzing students work for the purpose of determining how to improve lessons, instruction, and strategies. In addition, they study standards-based learning processes, such as implementing formative instructional practices (Paul Black & Dylan Wiliam, Benjamin Bloom), high probability instructional strategies (Marzano), co-teaching principles and practices (Marilyn Friend) and developing common rubrics, or focusing on content-specific strategies.

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.)

Graduates of the high schools in our service area will be better prepared for entry level courses in ELA and Math. The percentage of graduates needing remediation/developmental coursework in ELA and Math will consistently decrease during the term of the Project and beyond.

- 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.) School districts will realize a reduction in expenditures for professional development for the ELA and Math Departments as a result of the focused work on curriculum, instruction, and assessment related to the Project. Additionally, parents and the school community will realize a savings as a result of the decreased number of students needing remedial coursework. Post-Secondary institutions will be more efficient in their efforts due to an increase in the number of students being prepared for entry level curriculum.

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

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

Enter Budget

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

Upload Documents

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

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 because the Ohio Valley Educational Service Center does not have 11th and 12th grade students. These students attend the consortium member school districts. There is no direct impact on per pupil expenditures in the school districts connected to the grant project.

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.

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.

State the total project cost.

949,490.75 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The salaries for teachers will be used to compensate participants, or to provide substitutes for teachers if needed. Travel expenses will be mileage reimbursement to participants at the IRS rate for attending meetings. Fees for the OVESC will be for meeting facilitation and project planning, implementing, monitoring, and coordination. The meeting expenses will cover the cost associated with providing lunch for the participants during meetings, room and equipment rental expenses, and supplies required for implementation of the project.
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.

Yes, there will be cost incurred as a result of maintaining and sustaining the project after June 30th of the grant year. The first cost item is $312,000 for data collection to monitor the project. The Muskingum County Educational Service Center will use its College and Career Ready Dashboard system to monitor the impact of the project. The system will collect, coordinate, and use longitudinal data to track and improve readiness of high school graduates to succeed in college and the workplace. This will be a foundation for an early warning system, including the percent of students needing developmental classes upon college entrance. The second cost item will be for project coordination and monitoring moving forward in years 2-5 of the project. This cost will be $160,000.

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

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

Yes

No

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

Yes, there will be cost incurred as a result of maintaining and sustaining the project after June 30th of the grant year. The first cost item is $312,000 for data collection to monitor the project. The Muskingum County Educational Service Center will use its College and Career Ready Dashboard system to monitor the impact of the project. The system will collect, coordinate, and use longitudinal data to track and improve readiness of high school graduates to succeed in college and the workplace. This will be a foundation for an early warning system, including the percent of students needing developmental classes upon college entrance. The second cost item will be for project coordination and monitoring moving forward in years 2-5 of the project. This cost will be $160,000.

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

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

2,193,750.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

Yes - If yes, specify the amount of annual expected savings. If no, enter 0.

The Ohio Valley Educational Service Center currently has 3,375 11th and 12th grade students in its service area. Approximately 32% (1,080 students) of these students take English Language Arts and/or Math entry level post-secondary remedial/developmental course work. The average cost of an hour of instruction per term in the 5 post-secondary institutions in our service area is $351/hr. The total cost for the 1,080 students would be $3,798,000 annually, based on one ELA remedial course, and one Math remedial course per student, not counting books, etc. A 20 percent decrease in the number of students requiring remediation in years 2-5 of the grant would be cumulative savings of $8,775,000 during the grant period, just in tuition. There would also be additional savings in the first year of the grant period from reduced professional development cost.

No - If no, please explain why.

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 project will be self-sustaining after June 30th of the grant year because the ELA and Math curriculum alignment with entry level post-secondary coursework will be completed during the first year. Teachers will be implementing the aligned content during their course schedule with students on a regular basis each school year. Student achievement data, based on effectiveness measures, will be collected and utilized by ELA and Math departments for discussion and decision making connected to curriculum, instruction, and assessment as part of their current school improvement initiatives.

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

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<th>* Date Range</th>
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- Communicating with partners and consortia members Establishing list of participants and contact information Creating meeting schedule, including dates, locations and times Discussion of monitoring and evaluation process Meeting with partners and consortia member leadership to establish networks, provide overview of the project, allow for team input, discuss implementation stage and timelines Procurement of all needed supplies for implementation stage

- * Anticipated barriers to successful completion of the planning phase

Creating a sense of urgency for the importance of monitoring the work

**18. Implementation - Process to achieve project goals**

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- Communicating project overview to all participants Communicating meeting schedule including dates, locations, and times to all participants Provide monitoring information to all participants Establish electronic communication network for all members of the team Meet with all participants from high school ELA/Math Departments and all Post-Secondary ELA/Math participants Conduct content alignment meetings with all members of the ELA Team and the Math Team Conduct Awareness/Impact Meeting with Leadership from all partners and consortia members

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

Dealing with scheduling conflicts

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

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- Compile composite monitoring data into evaluation document Use College and Career Ready Dashboard data for review process Meet with all participants, including partners and consortia leadership, for input session Publish document with outcomes of ELA and Math team Apply Lean Six Sigma process to the Project to establish degree of effectiveness of implementation Celebration meeting with all participants, partners, and consortia members to honor the work of the Project

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

Creating awareness of importance of monitoring the work as a piece of the composite evaluation process

**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:

**High School/Higher Education Alignment** It is recommended that postsecondary institutions and secondary schools adopt and implement policies and practices that encourage and support collaboration between postsecondary faculty and high school faculty to assure alignment of the expectations for students moving from secondary to post-secondary education. A shared understanding of the content taught and skills developed at each educational level will support educator efforts to support students in a successful transition to and through the next level of learning. Align curriculum in English language arts and mathematics to positively impact postsecondary remediation rates; Provide on-going data exchange between high schools and higher education institutions to promote great student mobility and college success. Serve as a reference point for high school teachers and higher education faculty; Communicate the deeper knowledge and cognitive skills sets required of college coursework; Provide insight into current practice of the content and rigor of what is typically taught in a first year, non-remedial college course; and Reinforce consistency and continuity at the college level.
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.

Recommended Expectations for College Readiness in English Language Arts Literacies: Reading, Writing, Speaking and Listening To prepare for post-secondary education and the world of work, students must be given opportunities to become competent communicators and critical thinkers. Students need to integrate reading, writing, speaking, viewing, listening and applying technology creatively in a variety of contexts on a regular basis. Learning in the English language arts is an active and on-going process and should occur throughout the curriculum - at all levels and in all subject areas - and beyond the classroom setting. In short, success in post-secondary education and in the workplace entails both preparation in and ability in all of the areas noted in the recommendations. The College Readiness Expectations in English provide a statement of the knowledge and skills that enable students to succeed in making the transition directly into first year, college-level, non-remedial courses. Representatives from higher education and secondary education reviewed these standards in April 2011 and found general alignment with the Common Core State Standards. Recommended Mathematical Expectations for College Readiness 2011 A large percentage of Ohio college freshman find that they are not "ready" for entry level college coursework. In mathematics, 52% of Ohio's recent graduates enrolling at Ohio public colleges or universities in fall 2008 took remedial mathematics during their first year of college. Reducing the number and percentage of students taking remedial mathematics courses is challenging. Nonetheless, an important first step is to define clearly the mathematical expectations for students who enter two- and four-year colleges. These expectations should help guide college and high school faculty, and, most importantly, assist students and their parents in planning secondary and postsecondary coursework. Defining the mathematics and statistics students need to know as they enter college may sound simple. In fact, it is a challenging endeavor, requiring those who undertake it to examine the nature of mathematics and pedagogy and think seriously about the mathematics that will be needed in the future by all students. Certainly, students who will take calculus as entering freshmen require a different level of preparation and competence than students who take introductory credit bearing courses. (Composite Recommendations of English Language Arts and Math Science Faculty Panel September 25, 2012) Additionally, the Ohio Valley Educational Service Center and the Muskingum Valley Educational Service Center will be working collaboratively to share resources. The Ohio Valley ESC School Improvement Department will be facilitating the ELA and Math curriculum alignment component of the Project. The Muskingum Valley ESC will use its College and Career Readiness Dashboard program to collect data to measure Project effectiveness and monitor the work of the Project. Consortia member school districts will be sharing resources during the grant period as a result of the ELA and Math curriculum alignment Project, and with the post-secondary institutions in the ESC service area involved in the project.

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.

Michael T. Fuller Ph.D Muskingum Valley ESC Director Phone Number: (740) 974-3124 Email: mike.fuller@mvesc.org Internal Evaluator Jeremy Beardmore Ohio Valley Educational Service Center Data Specialist Lean Six Sigma Black Belt Phone Number: (740) 439-3558 Email: jeremy.beardmore@omeresa.net Internal Evaluator

* 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).

The College and Career Dashboard P-20 Data System will be used to collect, coordinate and use longitudinal data to track and improve the readiness of graduates to succeed in college and the workplace.

* 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 Lean Six Sigma process will be utilized to modify or change the project plan if measured progress is insufficient to meet project requirements. Lean Six Sigma is a process improvement initiative using data analysis to improve any organizational process.

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

The responses 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 number of high school graduates from the high schools in the consortium needing remedial/developmental courses when entering post-secondary institutions will decline by 20 percent in years 2-5 during the Project. This will also result in student and teacher instructional time...
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

The quantifiable measures of student achievement data will be a consistent decrease of a minimum of 20% per year in the number of high school graduates in ELA and Math requiring remedial-developmental entry level courses during years 2-5 of the grant period. These measurements will be taken annually in June of each successive year during the grant period, beginning with year 2, the 2015-2016 school year. Recommended Assessment to Determine College Readiness/Remediation-Free Status in Math and Science Of note, the threshold Math ACT score included in these recommendations differs from the Math/Science panel recommendation of an ACT Math threshold score of 24. OCRAC discussed the wide range of credit-bearing Math course that meet program and degree requirements for students who do not major in Science/Technology/Engineering/Math/Medicine (STEMM) programs. OCRAC recommends a Math ACT threshold score of 22, and strongly recommends that further statewide work on placement practices examine the need for differentiated Math threshold scores for STEMM and non-STEMM majors. OCRAC’s recommendations of an ACT math score threshold of 22 signals the need for institutions to design and offer non-remedial general education mathematics or other quantitative and logical analysis courses that meet degree program requirements. Such courses could include liberal arts math, contemporary math, logic or quantitative reasoning, technical or applied math, finite math, or elementary statistics among others. Additionally, data from PARCC Assessments and end of course assessments will be collected and utilized. English Assessments: Assessment; Threshold Score ACT: 18 English Exam; SAT: 430 Writing; 450 Critical Reading Reading Assessments: Assessment; Threshold Score Enhanced ACT Reading Score: 21; SAT Reading Score: 450 Math Assessments: Assessment; Threshold Score ACT Math Sub-Score: 22; SAT Math Score: 520(Sited from Recommendations of the Ohio College Readiness AC - 10-9-12)

* Spending Reduction in the five-year fiscal forecast

A 5 percent annual decrease in ELA and Math professional development expenditures for grades 11 and 12 for each consortium school district during the grant period. This data will be generated by June 30 of each year of the grant period.

* Utilization of a greater share of resources in the classroom

Documentation of Project network participation, and increased scheduling opportunities for students and teachers. This data will be collected on an annual basis in June of each year of the grant period.

* Implementation of a shared services delivery model

Annual documentation of Project facilitator and College and Career Readiness Dashboard data collection between the Ohio Valley Educational Service Center and the Muskingum Valley Educational Service Center. This report will be generated in June of each year of the grant period.

* Other Anticipated Outcomes

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

Yes
No

If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Yes, the project can be replicated in other districts in Ohio. Actually, the project should be replicated in all districts in the state. The Ohio Valley Educational Service Center will add this project to its list of quality services for other constituents/clients. The project model can be easily replicated, and other districts will benefit from the grant Project experience. The data generated from the evaluation process will also be of great benefit for new partners moving forward beyond the grant period.

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).

Phil Ackerman, OVESC Director of Administration Services
## Consortium Contacts

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