

Budget

Buckeye Valley Local (046755) - Delaware County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (61)

U.S.A.S. Fund #: 466

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	210,470.00	0.00	0.00	210,470.00
Support Services		0.00	0.00	133,200.00	0.00	0.00	0.00	133,200.00
Governance/Admin		0.00	0.00	11,000.00	0.00	0.00	0.00	11,000.00
Prof Development		0.00	0.00	616,968.00	16,500.00	0.00	0.00	633,468.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	761,168.00	226,970.00	0.00	0.00	988,138.00
Adjusted Allocation								0.00
Remaining								-988,138.00

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Inquiry Elements

2. Project Summary: Please limit your responses to no more than three sentences.

A consortium will develop inquiry-based modules integrating science/literacy and social studies/literacy to increase student achievement.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
Pre-K Special Education	64 K	64 1	64 2	320 3
320 4	320 5	6	7	8
9	10	11	12	

Year 1				
Pre-K Special Education	256 K	256 1	256 2	1152 3
1152 4	1152 5	6	7	8
9	10	11	12	

Year 2				
Pre-K Special Education	320 K	320 1	320 2	1408 3
1408 4	1408 5	6	7	8
9	10	11	12	

Year 3				
Pre-K Special Education	352 K	352 1	352 2	1536 3
1536 4	1536 5	6	7	8
9	10	11	12	

Year 4				
Pre-K Special Education	384 K	384 1	384 2	1664 3
1664 4	1664 5	6	7	8
9	10	11	12	

Year 5				
Pre-K Special Education	416 K	416 1	416 2	1728 3
1728 4	1728 5	6	7	8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

More students will be impacted as the consortium expands the scope of the project past the grant period. Fifty-four teachers across the consortium will learn to write integrated modules, implement the Inquiry Elements approach to teaching, and lead PD. They will lead future PD in their district and across the consortium for new hires and other teachers who are not trained. If all K-5 students attending the consortium schools received Inquiry Elements instruction, over 15,000 students/year would be impacted. ORC and TLC can replicate the project PD and disseminate select modules to non-consortium districts. Indirectly, consortium partners will present at state education conferences and professional meetings where they will share the products (modules, PD, videos) and results (changes in student achievement) with the goal of encouraging non-consortium schools to use Inquiry Elements. Online access to some modules may indirectly impact students of teachers who implement these modules.

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

First and last name of contact for lead applicant
Kelly Moore

Organizational name of lead applicant
Buckeye Valley

Address of lead applicant
679 Coover Road, Delaware, OH 43015

Phone Number of lead applicant
(740) 369-8735

Email Address of lead applicant
kziegler@mybvls.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Ohio school districts independently develop or purchase curricula that are aligned to Ohio's standards, duplicating efforts. Evidence of this can be found at meetings of curriculum directors as each district shares how they are approaching curriculum development only to leave the meeting and work alone. Whether produced locally or purchased, curricula for each subject are typically developed as stand-alone subjects with little integration. This practice inhibits the development of integrated learning opportunities that allow students to build knowledge and skills in multiple subjects at the same time, e.g., constructing content knowledge while improving nonfiction-reading skills. Research shows that integrating nonfiction reading into inquiry-based instruction increases student achievement. Curriculum that treats each subject independently may constrain student achievement. This approach is problematic because: 1-Curriculum development requires significant staff time and fiscal resources. 2-Each school purchases curriculum materials independent of one another making it difficult to take

advantage of bulk purchasing. 3-Purchased curricula are minimally aligned to Ohio's Learning Standards (OLS), are rarely integrated, and lack innovation. Developed for a nationwide audience; they may support OLS but are not developed with the primary goal of clear and explicit alignment to OLS. 4-PD associated with purchased curricula focuses narrowly on the product as opposed to developing pedagogical expertise that can be applied across the curriculum. 5-Failure to integrate subjects results in each one being granted its own block of instructional time, e.g., 90 minutes for reading daily, 30 minutes for science twice a week, etc., marginalizing content-heavy subjects like science and social studies. 6-Data collection and findings regarding the effectiveness of the curriculum are limited to individual districts.

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

Innovative Solution and how it will bring improvement Inquiry Elements, brings together 6 districts (Buckeye Valley, Hilliard, Delaware, Fairfield Union, Madison-Plains and Worthington) to develop curricular modules integrating K-5 nonfiction reading with inquiry-based science and social studies. Inquiry Elements will design 33 integrated science modules, 33 integrated social studies modules, and 6 combined science/social studies integrated modules (total 72), create 2 professional development (PD) programs, and develop 10 videos modeling key pedagogical practices. Fifteen of the modules will be available for use in a LMS and a traditional classroom setting. We will train 54 teachers to develop, implement, and revise modules and 275 teachers to implement the modules addressing all key problems identified below. 1- Staff time and fiscal resources spent designing curriculum: Consortia districts will save time and money, share local expertise and get more for their investment. Two member cross-district teacher teams will serve as module developers encouraging "cross-pollination" of ideas, bringing new and innovative ideas to each district and challenging ingrained practices. 2-Independently districts lack economies of scale. Consortia districts will receive bulk discounts for materials required to enact the curriculum. 3-Purchased curricula are minimally aligned to Ohio's Learning Standards (OLS). Teams of teachers who are familiar with OLS will develop the modules. A lead developer who has depth of knowledge of OLS, science or social studies content, and nonfiction reading will guide each team. Their work will be tightly aligned to OLS to better meet the needs of their teachers and students. 4- Narrowly focused PD associated with purchased curricula. Inquiry Elements PD will help all teachers develop pedagogical strategies that could be applied broadly across the curriculum, e.g., the effective integration of nonfiction texts in subject area learning will be a more productive and cost effective approach. 5-Siloed instruction marginalizes science and social studies. All modules directly integrate science and social studies with nonfiction reading, drastically increasing instructional time in these subjects. Research/Instructional Practice Shifts Increase Achievement. Stern & Roseman (2004) found that science curriculum materials they analyzed aligned to some basic ideas found in the standards but failed to meet the expected depth of knowledge. The materials failed to include activities and information that would enhance student learning. There is no evidence that social studies materials would fare any better. Research has consistently shown that integrating literacy and content into inquiry-based instruction results in increased student achievement and results in more time being available for content learning (Strachan, 2015; Cervetti, et al., 2012; Vitale & Romance, 2012). Inquiry Elements instructional and organizational changes include an integrated approach to instruction for teachers and a model for collaborative curriculum development for districts to address gaps in learning, instruction aligned to research. .By addressing all six core problems through Inquiry Elements, achievement of all students will increase because they are building both academic content knowledge and nonfiction reading skills simultaneously. Engagement and Communication: Stakeholder Advisory Council will engage leaders and teachers quarterly so they stay current on project. It is an efficient way to create feedback loop, keeping project at forefront in each district. Inquiry Elements is sustainable without additional income. For example, Buckeye Valley will have \$50,863 each year of sustainable costs. They are reducing costs with a net savings of \$85,000 per year for a total of \$425,000 savings over the life of the grant.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Long Term Outcome: Inquiry Elements will implement a cost effective, sustainable and scalable approach to increase K-5 student achievement in science, social studies, and nonfiction reading. This will be achieved through stronger instructional practices and better aligned more robust curriculum materials. SMART Goal 1: Student achievement in elementary school science, social studies, and nonfiction reading will increase as measured by changes in pre/post topic assessments and AIR assessments. SMART Goal 2: Teachers participating in project PD increase their capacity to teach integrated modules and will implement at least one integrated module in science or social studies in the academic year following the PD and each sustaining year after. SMART Goal 3: By June 30, 2022, Buckeye Valley, Hilliard, Delaware, Fairfield Union, Madison-Plains and Worthington will have built capacity to sustain Inquiry Elements locally without additional income as measured by combination of cost savings within project and re-allocation cost savings as described on FIT. Baseline is October 2015 as per grant requirements.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Assumptions include appropriate alignment of curricular materials with OLS, sufficient instructional time for science and social studies, and the assertion that integrating nonfiction text into content area instruction is an effective instructional approach is correct. For measures of student achievement to fairly assess abilities in OLS topics, instructional materials should be appropriately aligned to the standards. Purchased curricula are often superficially aligned. They are produced for a national audience and attempt to align to a wide array of standards (Stern & Roseman, 2004). Curricular modules developed in this project will be tightly aligned and focused on OLS. Outside content experts (e.g., university faculty) will review the materials for content accuracy. ORC's science and social studies specialists who are well versed in OLS, will review the modules for depth of standards alignment. Science and social studies are frequently marginalized in favor of extensive skills-based instruction in reading and mathematics (McMurrer, 2008). Integrating reading into inquiry-based science and social studies, as proposed here, effectively increases the time available for science and social studies instruction. The assertion that integrating nonfiction text into content area instruction is an effective instructional approach for increasing achievement in reading and content development is well supported by research (Cervetti, et al., 2012; Vitale & Romance, 2012; Duke, 2004).

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

As part of an Ohio Math and Science Partnership grant, ORC hosted a 2-day Text Set Conference training teams of teachers to

collaboratively develop text sets that integrate nonfiction text and inquiry-based science. The conference focused on pedagogical underpinnings, selection of nonfiction texts, and the elements of a text set. A pre/post survey of participants' knowledge of text set development and the underpinning pedagogy was given to all participants. There was a significant difference in preference scores ($M=11.32$, $sd=3.96$) and post conference scores ($M=14.49$, $sd=2.90$), $t(110)=-7.86$, $p < .001$. Participants' knowledge was statistically higher at the end of the conference than at the beginning. In addition, participating teams successfully produced the required standards-aligned text sets. This suggests that teachers can learn to develop text sets in a relatively short period of time. The ability to develop nonfiction standards-aligned text sets is critical to the successful development of Inquiry Elements modules. Interest in the conference and this type of work is very high. Twenty-eight teams applied for 20 spots the first time the conference was held. Research demonstrates that integrating nonfiction reading into inquiry-based science and social studies increases student achievement in both and increases the time available for science and social studies. Research performed by Cervetti, et. al. (2012) compared treatment and control groups of 4th grade students to test the efficacy of integrated science and literacy. The treatment group had significantly greater gains in science content, vocabulary, and writing than the control group. Similarly, a study by Vitale and Romance (2012) showed that grades 1-2 students in the treatment group had significantly higher achievement in science and reading on tests of basic skills than their peers in the control group. In social studies, Strachan (2015) found that kindergarten students made statistically significant gains in social studies and literacy when nonfiction picture books were incorporated into a social studies unit as interactive read alouds. Reading experts have recommended integrating nonfiction reading into content area instruction, effectively increasing instructional time in both the content and nonfiction reading skills. Nell Duke (2000) found that on average only 3.6 minutes per day were spent reading nonfiction texts in first grade classrooms. Duke (2004) suggests that to increase the amount of time spent reading nonfiction texts teachers should increase access to nonfiction, teach nonfiction comprehension strategies, and use nonfiction text for authentic purposes, i.e. inquiry investigations in science and social studies. Since the introduction of NCLB, instructional time for reading and math has increased considerably. On average, reading instruction has increased by 141 minutes/week, math by 89 minutes/week. Science instruction has been reduced on average by 33%, social studies by 32% (McMurrer, 2008). More than two thirds (69%) of Ohio's elementary teachers, on average, spend less than 2 out of 30 hours on social studies instruction during the regular school week (Doppen, et. al., 2008). In 2011, the NRC recommended that districts provide adequate time and resources for science. Early efforts on the MSP project have demonstrated that with effective professional development teachers can gain the pedagogical underpinnings necessary to develop text sets, suggesting that they could also develop content/literacy integrated modules after effective PD. Research has shown that student achievement in both content knowledge and literacy skills increases when integrated curricular materials are used for instruction. There is clearly a need to increase the amount of time spent on nonfiction reading, science, and social studies instruction. The Inquiry Elements project is well supported by both early efforts and research.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

The following formative indicators will be used to measure progress towards SMART Goals: SMART Goal 1: Student achievement . . . Completion of integrated module activities Collection and analysis of student work Teacher reported data SMART Goal 2: Teachers participating . . . Enrollment in PD programs Completion of PD programs Completion of integrated modules Participation beyond initial training SMART Goal 3: Fiscal Reports: Changes in cost savings within project The following summative indicators will be used to measure progress towards SMART Goals: SMART Goal 1: Student achievement . . . Student Achievement in Nonfiction Reading: Changes in reading scores on state tests and pre/post module assessments. Student Achievement in Science: Changes in science content knowledge on pre/post module assessments. Student Achievement in Social Studies: Changes in social studies content knowledge on pre/post module assessments. SMART Goal 2: Teachers participating . . . Pre/post survey to measure pedagogical knowledge Self-reported implementation of modules Case study observations and interviews SMART Goal 3: Fiscal Reports: Changes in re-allocation cost savings as described on FIT

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Pertinent data points for student achievement are pre/post module assessments on content and reading skills and AIR tests in ELA, science, and social studies. Data points for teachers are pre/post teacher surveys on pedagogical practices and self-assessment of instructional skills, self-reported implementation of modules, and observations and interviews for case studies. SMART Goal 1: Grade 5 Science AIR given in spring 2016 will serve as the baseline for science knowledge for 5th graders. The test results for each consecutive year will be compared to the baseline data to measure changes in the science knowledge for 5th graders. Pre/post assessments for each module will measure student achievement at the topic level in grades K-5. The Grade 4 Social Studies AIR given in spring 2016 will serve as the baseline for social studies knowledge for 4th graders. The test results for each consecutive year will be compared to the baseline data to measure changes in the social studies knowledge for fourth graders. Pre/post assessments for each module will measure student achievement at the topic level in grades K-5. The Ohio Grade 3, 4, and 5 ELA Tests given in spring 2016 will provide baseline data for nonfiction reading. The test results for each consecutive year will be compared to the baseline data to measure changes in nonfiction text reading skills. Pre/post assessments for each module will measure student achievement at the topic level in grades K-5. SMART Goal 2: Pre/post teacher surveys on pedagogical practices Teacher self-assessment of instructional skills Self-reported implementation of modules Observations and interviews for case studies SMART Goal 3: Fiscal Reports demonstrating changes in re-allocation cost savings as described on FIT

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Describe plan to alter course if assumptions prove false or outcome are not realized. Partners on this project have worked together in various configurations on several large-scale programs. During development and implementation, planning and reflection meetings will be held to give feedback and revise project components as needed. Both formal and informal reflections and evaluations will be used to gather data on the project during the design and implementation phase, so that adjustments can be made early if necessary. If the quality of the modules is less than expected, additional support will be provided to the writers. If student achievement does not show an increase, the data will be analyzed to determine if the lack of increase is due to the curricular modules or teacher training. Modification will be made where needed. The project budget is reasonable based on student impact, outcomes, lasting value. The implementation team is contracting with Evaluation Data Services as an external evaluator at \$75,000 which is 7.6% of project budget. This amount is below industry standards (10%) which will allow the vast majority of project funds to be spent directly on work with educators. At the same time, it will provide an in depth formative and summative evaluation. This evaluation will ensure Inquiry Elements meets project outcomes, has

strong impact on student achievement, and is fiscally sustainable. The evaluation will also support the district and partners as they fine tune systems in preparation to expand pilots and replicate/ scale project activities.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measurable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

988,138.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

Purchase Services: \$761,168 Total A multi-year contract for program management, PD planning and logistics and all construction of kits for modules will be completed by TLC for implementation year and sustainability years for new modules and training of new teacher cohorts-\$192,500 (multi-year contract (thru 6/2022) allowable per guidance-for new cohorts that begin in 2016, 2017 will be expanded each year of grant); multi-year contract for pd planning, editing modules, final module vetting and posting for districts to use after teachers are trained to ORC for \$234,668 (multi-year contract (thru 6/2022) allowable per guidance-for new cohorts that begin in 2016, 2017 will be expanded each year of grant); Multi-year contract for Evaluation Data Solutions for external program evaluation/reporting -\$75,000 (multi-year contract (thru 6/2022) allowable per guidance - evaluation is implementation cost); Lead writers will assist in teacher PD in making sure content is accurate & conforms to state standards \$13,500 (one time grant cost); Substitute teacher costs for teachers that are writing the modules \$11,800 (one time grant cost); Stipends will be split into 2 different areas for writing the modules, the teacher writer and teachers and paid by ORC. 99 teacher writers paid \$500 per module and 275 teachers will be paid \$400 each for the development of the modules over the course of the grant for a total of \$159,500 (multi-year contract (thru 6/2022) allowable per guidance-for new modules that will be expanded each year of the grant); ORC will edit modules each year of the grant for \$36,000 (multi-year contract (thru 6/2022) allowable per guidance-for new modules that will be expanded each year of the grant); ORC will hire a video production to make sure that the modules are high quality for use in future years \$15,000 (one time grant cost); ORC will hire content reviewers to ensure that through the final review of each module the content is accurate and meets state standards \$7,200 (multi-year contract (thru 6/2022) allowable per guidance-for new modules that will be expanded each year of the grant); Buckeye Valley Schools grant administration \$9,000 (one time grant cost); EnvisionEdPlus fiscal consulting \$2,000 (one time grant cost); Lodging for teachers to attend 4 day session (60 miles from the location of the training) \$5,000 (one time grant cost). Supplies \$226,970 PD

materials that are produced during the training and creation of modules that will stay with TLC and ORC for continued training after the grant period \$16,500 (multi-year contract (thru 6/2022) allowable per guidance-for new modules that will be expanded each year of the grant); Resource books for teachers \$19,250 (multi-year contract (thru 6/2022) allowable per guidance-for new modules that will be expanded each year of the grant); Teacher/writer resource books \$5,670 (one time grant cost); Module supplies include all curriculum supplies that is needed for training and will go back to the districts after training takes place in order to implement the curriculum \$168,300 (multi-year contract (thru 6/2022) allowable per guidance-for new modules that will be expanded each year of the grant); Non-fiction children's literature for science and social studies that will be used for PD so that teachers can develop curriculum after being trained \$17,250 (multi-year contract (thru 6/2022) allowable per guidance-for new modules that will be expanded each year of the grant). The project budget is reasonable based on student impact, outcomes, lasting value . It provides 72 integrated modules significantly increasing instructional time in science, social studies, and nonfiction reading instruction resulting in increased achievement in these areas. Based on price samples for commercial inquiry-based curriculum materials, Inquiry Elements modules would cost 25-33% less than commercially produced materials, but are FREE to all Ohio educators.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

65,107.00 a. Sustainability Year 1

65,107.00 b. Sustainability Year 2

65,107.00 c. Sustainability Year 3

65,107.00 d. Sustainability Year 4

65,107.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

Buckeye Valley will have \$50,863 each year of sustainable costs for additional technology staff of \$25,000 for salary and \$15,863 for benefits and \$10,000 in software updates for devices for a total of \$254,315 over the life of the grant. Delaware City will have \$2,144 each year of sustainable costs for stipends for curriculum writing of \$1,600 with \$256 in benefits and \$288 to cover substitute costs for PD for a total of \$10,720 over the life of the grant. Hilliard City will have \$12,100 for annual PD for 2 levels per year of the grant for a total of \$60,500 over the life of the grant. Fairfield Union does not expect to have any sustainable costs due to the grant. Madison Plains will have \$4,156 each year of sustainable costs for stipends for after-school PD to support the implementation each year of \$3,600 and \$556 for benefits for the stipends for a total of \$20,780 over the life of the grant. Worthington does not expect to have any sustainable costs due to the grant. The total amount of additional costs for all district is \$346,315 for the sustaining years of the grant.

62.77 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Buckeye Valley Local will have cost savings of \$10,000 for online subscriptions that will no longer be needed each year and \$50,000 for textbooks that will not be purchased each year and \$25,000 of on-line resources that will not be purchased annually for a total of \$85,000 per year for a total of \$425,000 savings over the life of the grant. Delaware City will have savings for United streaming subscription \$1,500; Study Island subscription \$2,500 and Brainpop Subscription \$4,000 that will not longer be needed each year and Social Studies Weekly \$620 will no longer be needed and nonfiction literature will no longer be needed with the change in programming \$1,500 each year for a total of \$50,600 savings over the life of the grant. Hilliard City will have reduction of stipends for curriculum writing of 6 staff of \$1,600 each per total of \$9,600 per year, reductions of benefits as they relate to the stipends of \$1,525 per year and reduction of social studies weekly subscriptions that will no longer be purchased of \$8,000 per year and substitute costs that will not be needed for curriculum revision of \$12,540 per year for a total of \$158,325 saving over the life of the grant. Fairfield Union will have saving of K-4 Teacher On line Social Studies \$7279.44; K-4 Social Studies Textbooks/Online \$37097.30; K-4 Social Studies leveled readers & materials \$15,919.20; K-4 Science Teacher Online \$6759.48; K-4 Science Textbooks/Online \$39,097.30; K-4 Science Leveled Readers \$15,680.52; K-4 Science Materials \$5,000 for a total of \$634,165 over the life of the grant. Madison Plains will have \$10,000 reductions each year for the purchase of textbooks that will not be purchased because of the grant for a total savings of \$50,000 over the life of the grant. Worthington will have \$3,000 reduction in stipends that they will not need to pay for each of the grant, \$491 reductions for benefits for the stipends and \$5,000 reduction in curriculum materials for Science K-2 each year of the grant for a total savings of \$42,455 over the life of the grant. Total amount of the cost savings because of the grant implementation for districts to use during the sustaining years of the grant is \$935,545.

37.23 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be

replaced in order to ensure the life of the innovative project.

Buckeye Valley will reallocate funds for the grant from the retirement of a high school teacher that will not be replaced of \$67,500 annually and the benefits associated with that teacher of \$34,429 annually for a total of \$509,645 over the life of the grant. Fairfield Union will re-allocate salaries for Science substitutes of \$2,880 annually and Social Studies substitute of \$2,880 annually and benefits for the substitutes of \$890 annually and the cost of the subscription for Ohio as America of \$1,400 annually for a total savings of \$40,250 for the life of the grant. Madison Plains will re-allocate \$1,000 of Social Studies subscriptions that will no longer need to be purchased each year to fund the grant of \$5,000. Hilliard, Delaware and Worthington are not expecting to need to reallocate funds for the increased cost to sustain the grant. Total amount of funds that will be re-allocated for districts to use during the sustaining years of the grant is \$554,895.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range March 1, 2016 - May 2016

b. Scope of activities - include all specific completion benchmarks.

Upon receipt of award: Media notification; board approvals/contracts signed; planning team designated; Recruit teachers; finalize professional learning surveys and evaluation plan March through May 2016- Districts hold celebrations, board/staff meetings to announce project; quarterly board/community updates; Board/Union rep on Project Leadership Team; Project Manager ensure consistent communication across district/partners ensure strong communication and capacity to manage scope of work. Project Director/Supt weekly meetings and Project Leadership Team bi-weekly meetings during planning to scale up and prepare for project implementation. ORC and TLC will co-lead the planning and development of all program components with consortium partners. During this time, a project management team will plan the 4-day writers conference, follow-up sessions, and develop the framework for curriculum modules. A tight alignment to the Ohio's Learning Standards in Science, Social Studies and ELA will be a key focus area to ensure that modules developed during the writing conference are strategically distributed to writers to address multiple content areas and K-5 grade levels. Additionally, ORC and TLC will work closely with curriculum directors from the partnership to review and give input to a curricular template that will be used for writing modules during the project. Since all district partners will use the modules, this will ensure a smooth transition for implementation as described below. An online platform for housing the modules for partners will be selected and readied for implementation. ORC has extensive experience with housing online resources for teachers and would add this aspect to their site. Recruitment for writers and leads with district partners will occur in early Spring. Project Leadership Team meetings during planning period to ensure all processes are in place for implementation

22. Implementation(grant funded start-up activities)

a. Date Range June, 2016 - June 30, 2017

b. Scope of activities - include all specific completion benchmarks

Timeline with Embedded Benchmarks June 2016, 4-day writers conference focusing on key elements in integrating nonfiction texts into Inquiry-based science and social studies instruction; writers will work collaboratively by grade level and cross-district teams to develop the specific content focused module; administer online teacher survey. *Benchmark for PD implementation, enrollment goals, successful delivery of PD Quarterly Project Leadership Team meeting to review progress and results of writers conference. June - early fall 2016, cross-district writing teams will complete modules. By 9/1/2016 and annually through project, Evaluation Plan approved by ODE September - December, During this time, writers will pilot the modules in their classrooms and utilize a revision process to finalize a draft of the module prior to the first writers follow-up meeting. Administer student pre/post topic content assessment Quarterly Project Leadership Team meeting to review progress and results of teacher PD. January 2017, writers meeting; district leaders meeting; During this time, a peer feedback process will give additional input into modules and guide any remaining revisions to modules to be ready for submission. February 2017, the project management team will begin planning teacher PD. March 2017, revised modules delivered to editors. Editors will make final revisions and edits to ready modules to be delivered during summer teacher PD as well as be housed online. Quarterly Project Leadership Team meeting to review progress and draft modules. April 2017, modules completed and posted in the online catalog available to the consortium. *Benchmark for module completion May 2017, complete development of teacher PD June 2017, teacher PD, administer online teacher survey. video recording and editing *Benchmark for PD implementation, enrollment goals.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

Timeline with embedded benchmarks 2017-18: In SY1, 50 teachers will be trained in June and 20 new modules will be developed, field tested, and revised. Modules will be written in summer, piloted in academic year, and revised in late spring. Modules will be vetted & posted to the online catalog of modules available to the consortium. *Benchmarks: completed modules, enrollment in PD, posting of new modules 2018-19: In SY2, 50 teachers will be trained and 10 new modules will be developed, field tested, and revised. Modules will be written in summer, piloted in academic year, and revised in late spring. Modules will be vetted & posted. *Benchmarks: completed modules, enrollment in PD, posting of new modules 2019-22: In SY3-5, 25 teachers will be trained and 5 new modules will be developed, field tested, and revised. Modules will be written in summer, piloted in academic year, and revised in late spring. Modules will be vetted & posted. *Benchmarks: completed modules, enrollment in PD, posting of new modules By 9/1/2016 and annually through project: Evaluation Plan approved by ODE Quarterly through Project end 6/30/2022: Quarterly project evaluation to assess system changes and impact: Project Leadership Team (PLT) quarterly planning to adjust based on evaluation & plan for sustainability Ongoing: PLT is primary communication method for stakeholder engagement and will report regularly to building staff; EDS evaluator outcome reporting throughout sustainability period; semi-annual board reports; administer and manage scope of work/ develop interdependent system of change; effective data collection: consortium districts will provide required data for analysis & include project related surveys and other relevant data needed to effectively access and analyze data. Evaluation Activities & Benchmarks: 2017-2021, Case study* data collection and analysis 2016-2021, Student content knowledge & misconceptions assessment, Teachers Survey 2022, Final data analysis and reporting

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Instructional changes: Inquiry Elements will have a substantial impact and lasting value at the teacher and district/consortium level. At the teacher level the impact and lasting value will be an integrated approach to instruction that leverages the learning of content knowledge with the development of literacy skills. At the district/consortium level the impact and lasting value will be collaboration on curriculum development that reduces redundancy across districts. The amount of instructional time allotted to science and social studies has been decreasing since the establishment of NCLB. Since then the amount of instructional time devoted to reading and math has increased considerably. More recently there has been an effort to place greater emphasis on nonfiction reading. This overcrowding of the curriculum has generated a sort of curricular tension that can best be solved by developing an approach to curriculum that blurs subject boundaries and recognizes that each academic discipline does not have to exist as a stand alone entity. Inquiry Elements does that. By integrating nonfiction reading into inquiry-based science and social studies teachers are able to increase instructional time for these disciplines and at the same time, emphasize nonfiction reading in an authentic context. This is a critical instructional change that will result from the implementation of this grant. Teachers will have a new model for instruction that results in increased student achievement. The model can be used in additional curricular areas and grade levels. These instructional changes will have a positive and lasting impact on student achievement. Organizational Changes: Another critical change that will result from the implementation of this grant is the way districts approach curriculum work. It is common practice for each of Ohio's districts to develop their curriculum independently from other districts. This made sense before the current standards-based era. In an era with statewide standards and common state assessments, this is no longer a logical approach to curriculum development. This practice results in a redundancy of efforts as each district works to develop local curricula. This approach also tends to support entrenched thinking and practices within a district. Collaborating on curriculum development promotes the sharing of ideas and practices, effectively expanding the expertise brought to bear on curriculum development beyond the district boundaries. This is a critical process change in the way curriculum is developed locally. Districts will reduce existing redundancies in curriculum development and ultimately reduce the cost of curriculum adoption.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Evaluation Data Solutions (EDS), Raeal Moore, Ph.D 168 Frebis Ave, Columbus, Ohio 43206 614-571-2563 moore1219@gmail.com

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Methodology Systems-based evaluation model. A theory-based evaluation model for systematically assessing implementation & impact of

proposed program on teachers' and students' outcomes, and identifying factors that most influence successful program implementation, teaching, and student learning will be the focus. Since evaluation involves human subjects (teachers and students) all IRB protocols will be strictly followed. Underlying research rationale Best practices for evaluating educational programs, teacher professional development, and adult learning (Desimone, 2009) will be central & include formative and summative evaluation components, identified by the data elements collected. Final evaluation plan will be drafted, reviewed and approved by May 2016. Diverse & redundant data from different sources for triangulation will be conducted. Multiple perspectives will enable evaluators to verify validity & reliability findings developing a truer picture of implementation & fidelity. Mixed methods procedures will be used to achieve a balance between breadth and depth of information (Creswell & Plano Clark, 2007). Quantitative student data to be collected includes AIR test results, pre/post content topic tests, & student misconceptions. An increase in student knowledge is anticipated. Quantitative teacher data includes survey data about content & pedagogical knowledge. An increase in teacher knowledge is expected. Methods/process for data collection/review, timeline & final reporting Student AIR data will be collected from the district. Pre/post topic tests & student misconceptions data will be collected by teachers. Teacher surveys will be administered online. A case study for K-2 and another for 3-5 to highlight successful implementation & obstacles to success (SY 1-4); Teachers Survey to gather detailed information including content knowledge and practices (IY, SY 1-4); Student Records to obtain student content knowledge (IY, SY 1-4); Student misconceptions to ascertain student thinking (IY, SY 1-4). Initial treatment of quantitative data will involve calculation of descriptive statistics including measures of central tendency and variability. These statistics will be calculated for each variable in the conceptual framework, and for aggregate variables. To determine whether participation in the program has a statistical and meaningful impact on key teacher and student outcomes, General Linear Modeling will be employed to estimate the nested nature of the data (i.e., students nested within teachers nested within schools). Effect size calculations in conjunction with power analyses and hypothesis testing p-values will be used to determine the statistical and meaningful magnitude that the program has on improving teaching quality and student learning. The qualitative data gathered will be synthesized through content analyses. Qualitative and quantitative results will then be integrated to provide a rich analysis of the project. Sharing lessons learned across Ohio Reporting will be formal and informal, with interim trends and findings shared regularly via conference calls or Partner Meetings. Data will be organized and presented to facilitate ongoing project management, as well as to meet federal evaluation guidelines. Findings will be shared with stakeholders through a variety of communication channels, including periodic meetings and briefings, progress reports at predetermined intervals, and written evaluation reports. All written reports will be presented in a manner suitable for distribution to a broad audience of policymakers and practitioners. Examples might include: presentations at Ohio educational conferences (OAACTE, OCTEO). Besides the formal reports, the evaluators will prepare an Evaluation Research Bulletin that summarizes selected study results in a non-technical and attractive format. This bulletin will be posted on OSU's EHE website and efforts will be made to post on other state funded centers (OERC)

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

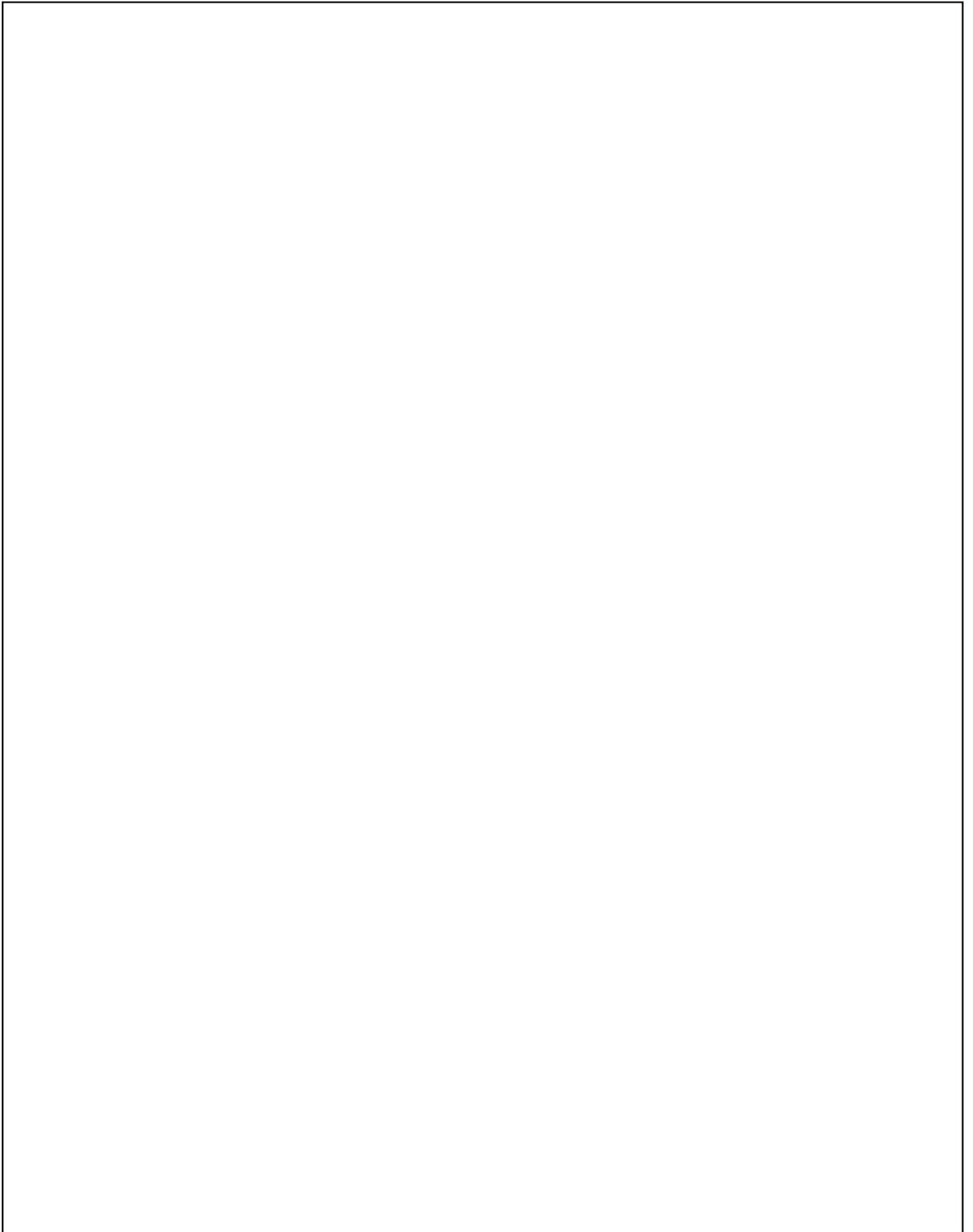
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this 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 noted here.

There are multiple ways Inquiry Elements can be scaled-up, expanded, or replicated. The project provides a framework for the collaborative development of curricular modules that can be expanded to include different grade levels (e.g., middle school) and new curricular areas (e.g., the arts, world languages, etc.) across the consortium. Should a district have a specific need, the model could be deepened within one district much as it was applied across the consortium. Each district in the consortium will have well trained teachers and writers who can provide professional development within the district or across the consortium in subsequent years. Districts add new teachers each year that would benefit from the training. And should a district or the consortium choose to expand to new curricular areas or grade levels, they will have local experts who can provide the PD for these teachers. Proper development, field-testing, revision, and professional development for modules in new curricular areas or grade levels would take approximately a year to complete. Inquiry Elements can serve as a statewide instructional model for districts who opt to utilize the materials or decide to bring the PD to their district. Sample modules will be disseminated on ORC's website so that other districts in the state can determine if the Inquiry Elements approach meets their curricular needs. If so, the districts could gain access to the entire set of modules after providing their teachers with the necessary professional development to ensure that the modules are delivered as intended. Districts could act independently or form regional consortia to provide the PD. TLC and ORC will provide the PD using a cost recovery model to determine appropriate fees. After a district has decided to adopt Inquiry Elements curricular modules, it would take minimal time to implement the adoption. It would be possible to adopt in the spring, train teachers in the summer, and implement the following fall. The flexible structure of the model lends itself to a larger district implementing program components independently or a new partnership of districts working collaboratively. ORC and TLC regularly present at state and national conferences and will submit proposals to share Inquiry Elements products, process, and results. Consortium members also present across the state at education conferences and conferences for district administrators where they can share Inquiry Elements products, process, and results. Partners will also submit the findings for publication in peer-reviewed journals (Journal for Research in Science Education, Journal of Social Studies Education Research, etc.) for researchers and practitioners (Ed Leadership, School Administrator, etc.).

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).

Andrew Miller Superintendent 12/1/2015



Consortium

Buckeye Valley Local (046755) - Delaware County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Brian	Genuisz	614.450.6000	bgeniusz@wscloud.org	Worthington City	045138	200 E Wilson Bridge Rd, Worthington, OH, 43085-2332	
Cheryl	Gehres	(614) 921-7000	cheryl_gehres@hboe.org	Hilliard City	047019	2140 Atlas St, Columbus, OH, 43228-9647	
Joseph	Uher	(740) 833-1100	uherjo@delawarecityschools.net	Delaware City	043877	248 N Washington St, Delaware, OH, 43015-1649	
Eydie	Schilling	740-536-7384	eydieschilling@fairfieldunion.org	Fairfield Union Local	046870	6417 Cincinnati Zanesville Rd NE, Lancaster, OH, 43130-9323	
Karen	Grigsby	740.852.0290	kgrigsby@mplsd.org	Madison-Plains Local	048272	55 Linson Rd, London, OH, 43140-9751	

Partnerships

Buckeye Valley Local (046755) - Delaware County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Teresa	Shiverdecker	614-292-3683	tshiverdecker@ohiorc.org	Ohio State Research Foundation	119750	1960 Kenny Rd, Columbus, OH, 43210-1016	
Kelli	Shrewsberry	614-265-9800	kelli@teachinglearningcollaborative.org	The Teaching and Learning Collaborative	008321	510 E North Broadway St, Columbus, OH, 43214-4114	
Raeal	Moore	614-571-2563	moore1219@gmail.com	Evaluation Data SOLUTIONS LLC		168 Frebis Ave, , , Columbus, , Ohio, 43206	

Implementation Team

Buckeye Valley Local (046755) - Delaware County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Teresa	Shiverdecker,	Director of STEM Initiatives, Ohio Resource Center/Ohio State University	Dr. Shiverdecker will serve as PI for the ORC portion of the project. She will coordinate the partnership activities of the Ohio Resource Center. She will assist with program management and PD planning and delivery. She will lead editing and vetting of the modules, production of the videos, and coordinate with ORC's technical staff on the development of the online interface for the modules. She will also oversee the work of additional ORC staff committed to the project.	Dr. Shiverdecker has extensive experience managing large-scale projects. She has expertise in science education and in the development of integrated modules. Teresa has many years of experience planning and delivering PD for science teachers from pK-high school. She is one of the authors of "Inquiring Scientists, Inquiring Readers: Using Nonfiction to Promote Science Literacy, Grades 3-5. She has over 25 years of experience in science education and has worked with teachers at all grade levels pK-12.	NonFiction Texts in Inquiry-Based Science (NFTI Science)-OMSP funded project focusing on increasing the content knowledge of grades 3-5 science teachers and developing their capacity to provide instruction that integrates nonfiction texts into inquiry-based science instruction. Now I Get It: Scientific Argumentation in Middle School-ITQ funded project focusing on increasing teachers physical and life science content knowledge and scientific argumentation as an instructional strategy. Materials Science as a Content Integrator-OMSP funded project focusing on increasing high school physical science teachers content knowledge in the area of materials science. The project also help these teachers integrate materials science concepts into their curriculum or develop a materials science elective course.	BS, Wright State University; MAT in Biology, Miami University; Ed.D. in Curriculum and Instruction, University of Cincinnati.	15	
Kelly	Ziegler	Treasurer	Buckeye Valley Local School District will handle project oversight and partnership development. Kelly Ziegler will ensure project aligns with school/district's overall mission and improvement plans. She	Ziegler has been a school Treasurer for 6 years, and prior to being a Treasurer was a State Auditor for the state of Ohio where she audited school district's financials	School Treasurer for 6 years, and prior to being a Treasurer was a State Auditor for the state of Ohio and audited school district's financials annually.	Bachelors and Masters degree in Accounting from Baldwin Wallace College in Berea, Ohio	5	

			<p>will manage project budget, conduct walk-throughs and observations to continually provide formative and summative feedback for staff regarding implementation of Inquiry Elements. She will work closely with Project Manager to ensure all project outcomes are completed on time and within budget. She is the direct supervisor of Project Manager. They will meet regularly to review progress, address barriers and Kelly will support Project Manager in ensuring project success. Mrs. Ziegler will facilitate school/district's Project Leadership Team which includes herself, the Project Manager, representatives from other districts in the consortium and partners. These meetings will focus on monitoring progress and reporting outcomes. The Project Manager 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. Kelly Ziegler will revise budget as needed, complete fiscal reporting and communicate expenditures to Board. She will ensure that Buckeye Valley and partners adhere to Assurances.</p>	<p>annually. She is very familiar with the CCIP and how to manage the budgets.</p>				
Kelli	Shrewsberry,	Director, Teaching and Learning Collaborative	<p>Shrewsberry will lead the development and implementation of the PD in collaboration with partners. Shrewsberry will co-lead the oversight of the project with ORC</p>	<p>Director of the Teaching & Learning Collaborative, Shrewsberry oversees the development and implementation of several statewide and national PD programs. Shrewsberry is a seasoned facilitator and has extensive project</p>	<p>Currently, TLC is involved in three OMSP programs, several with a statewide scope. Additionally, Shrewsberry leads the implementation of a preK science project in six states. Shrewsberry leads several PD programs which combine a partnership model in</p>	<p>MAT in Biological Sciences, Miami University; BS in Natural Sciences with Elementary Education Certification, Shawnee State University</p>	30	

				management expertise in mathematics and science professional development.	the design and delivery. TLC, under the direction of Shrewsbury works at the local, state and national level to provide innovative, high-quality PD for educators in grades pK-12.			
Daniel	Langen,	Social Studies Content Specialist, Ohio Resource Center/Ohio State University	Social Studies content lead, responsible for professional development, content and pedagogy review and material selection.	M.Ed. Curriculum and Supervision with an emphasis on Social Studies Education; 30 years experience as a social studies educator and curriculum specialist	Social Studies Content Lead for the EDCITE Straight A grant ; Pedagogical Director for U.S. DOE Teaching American History grant	B.S. - Comprehensive Secondary Social Studies Education ; M. Ed. Curriculum and Supervision	15	
Renee	Snyder,	Professional Development Coordinator, Teaching & Learning Collaborative	Program Management and professional development design and facilitation	Ms. Snyder is currently a lead program manager and facilitator in several statewide projects and is a teacher on loan from Gahanna-Jefferson Public Schools.	Snyder has worked extensively on several federally and state funded professional development initiatives in mathematics and science content areas. She has been instrumental in the design and delivery of the NFTI Science for grades 3-5 project and brings extensive knowledge in research-based practices and PD design.	MA in Integrated Teaching & Learning, The Ohio State University (2014); BS in Early Childhood Education, Ohio University (2007)	35	
Tracy	Cindric,	Science Content Specialist, Ohio Resource Center/Ohio State University	Science content lead, responsible for professional development, content and pedagogy review and material selection.	Curriculum development, PD developer and provider	PD lead on past Straight A grant, EDCITE PD developer and facilitator (in person and online) for NFTI	MAT Biology Miami University 2003, BA Comprehensive Science Education Capital University 1998	15	