Budget

ESC of Central Ohio (046938) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (97)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	60,000.00	269,900.00	612,000.00	0.00	941,900.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Prof Development	0.00	0.00	33,000.00	0.00	0.00	0.00	33,000.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	118,000.00	269,900.00	612,000.00	0.00	999,900.00
						Adjusted Allocation	0.00
						Remaining	-999,900.00

Application

ESC of Central Ohio (046938) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (97)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
3C NOW

2. Project Summary: Please limit your responses to no more than three sentences.
3C NOW promotes inquiry-based learning, alignment of resources and pedagogy between high school and higher education, and new CCP pathways.

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				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 1				
76 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	360 8
120 9	175 10	30 11	0 12	

Year 2				
83 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	360 8
120 9	175 10	75 11	30 12	

Year 3				
91 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	360 8
120 9	200 10	100 11	50 12	

Year 4				
91 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	360 8
120 9	200 10	100 11	50 12	

Year 5				
91 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	360 8

120 9	200 10	100 11	50 12

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.

The numbers shown above are students directly engaged in learning experiences in Fab Labs, STEAM centers, or PLTW classrooms. Additional students impacted throughout the life of the project may include students enrolled in classes where teachers have completed training but may not be specifically assigned to PLTW pathway courses. These students will enjoy the benefits of enhanced instruction although they may not be working toward an industry credential. Students may also benefit from an improved textbook and instructional materials alignment process. Better aligned instructional materials will result in instruction more closely aligned to the standards.

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

First and last name of contact for lead applicant
Thomas Reed

Organizational name of lead applicant
ESC of Central Ohio

Address of lead applicant
2080 Citygate Drive

Phone Number of lead applicant
614.542.4120

Email Address of lead applicant
tom.reed@escco.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

Post-secondary options for high school students were codified in law in 1990. Since that time, significant progress has been made in enacting state, local, and higher education policies promoting college credit in high school and the alignment of high school curriculum to college level coursework and career pathways. However, significant gaps remain in vertical alignment the day-to-day instructional practices that impact the quality of post-secondary learning experiences. Inquiry-based learning opportunities require a unique set of professional conditions and competencies in teacher planning, lesson delivery, assessment design, and classroom management that have rarely been observed in teachers' own formal schooling or routinely embedded in their teacher preparation experiences.

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

3C NOW (Network for Otterbein and Westerville) is a three-part strategy to enhance student learning experiences in inquiry-oriented innovative learning environments, vertically align college and career readiness instructional resources and pedagogy between high schools and higher education, and launch new College Credit Plus pathways. 1. COMPREHENSIVE curriculum and student program offerings: A cornerstone of

this project is that Westerville City Schools and Delaware City Schools in collaboration with Otterbein University will create an career pathways where high school students can earn college credit through College Credit Plus. Clearly, numerous Engineering and Design and Information Technology curricula are currently available to the district from pre-packaged Project Lead the Way or Career Technical Education pathways and projects to a home-grown Engineering and IT pathways developed by university professors and industry specialists. But given that teachers do and will rely heavily on textbooks and instructional materials to engage students in learning (see Q.9.a.iii), then a priority strategy of this proposal must include high school and higher education faculty jointly reviewing taught and tested curriculum and review the available instructional resources for quality, clarity, and alignment to state and industry learning standards. 2. CONNECTED teaching techniques between high school and post-secondary faculty The imperative of high quality professional learning for teachers is a priority shared by both the school district and the college. High school and higher education faculty will use the Fab Lab to refine their knowledge and skill to more effectively incorporate design principles into instruction and to use makerspaces to maximize the student learning experience. These professional learning opportunities will include modeling and parallel teaching through an embedded instructional coaching model that clarifies the what, the why, and the how of essential project design elements and effective ways to connect rigorous content, key knowledge and understanding, and sustained inquiry to high-impact success skills, authenticity, and reflection. 3. COLLABORATIVE experiential learning environments WCS and consortium members (?) will convert existing high school space into MakerSpaces where students come together to pursue interests in computers, machining, technology, science, digital and electronic art. Existing makerspaces promote experiential learning and career exploration in elementary and middle schools, and with the addition of the high school Engineering and Design pathway, middle school students who discover an interest in engineering and design can further develop knowledge, skills, and competencies through HS programming that includes College Credit Plus opportunities via Otterbein University.

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.

OUTCOME #1: Increased proficiency rates in state mathematics and reading assessments OUTCOME #2: More students earning college credit in high school

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.

ASSUMPTION #1.1 Print materials must be aligned to career and college ready curriculum to ensure aligned instruction to improve proficiency outcomes on state assessments. ASSUMPTION #1.2 Project-based learning experiences through FabLabs and STEAM (Science, Technology, Engineering, Arts, and Math) centers promote higher levels of student engagement in more rigorous academic content. ASSUMPTION #2.1 In order for more students to earn college credits, participating high schools need to offer additional College Credit Plus programs.

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

More than two decades have passed since a scholarly researcher answered the question, "How do teachers use textbooks and other instructional resources?" The conclusion in Jeanne Moulton's 1994 paper for the "Improving Educational Quality Project" is clear: Textbooks significantly influence what teachers teach, when, and for how long. Some estimate that as much as 80% of instruction is driven by print resources. A 2004 article UCLA researcher Jeannie Oakes asserts that 92% of teachers use textbooks, though Oakes falls short of measuring to what magnitude those textbooks drive instruction. And while interest in scholarly research on how textbooks are ACTUALLY used appears to be waning, proselytizing about how textbooks SHOULD be used still occupies a formidable place in the educational psyche. Apparently, the prevailing intuition is that educators STILL rely heavily on textbooks to guide classroom instruction, assessment, scope and sequence as characterized in an Education Week blog post by Peter DeWitt entitiled, "Do Textbooks Still Have a Place in Schools?" Project-Based Learning (PBL) is rooted in multiple educational theories that posit the positive relationship between PBL and student learning outcomes. John Dewey's philosophy of experiential education and William Kilpatrick's "Project Method" provide the theoretical foundation for PBL and more recent research on how students develop 21st century learning competencies also suggest ways in which PBL could influence a broad range of student outcomes. A 2012 publication from the National Research Council (NRC) defines the student competencies that support important adult outcomes such as employment, health, and educational attainment. These competencies are often labeled as "21st century skills," "deeper learning" or "college and career readiness skills" produced through deeper learning processes. Despite the lack of valid and reliable assessments of these competencies, there is evidence that PBL may improve student attendance (student engagement), self-reliance, and attitudes toward learning. While the empirical evidence is scant, quantitative research over the past 15 years suggests that PBL may improve students' intra- and interpersonal competencies. As noted in chapter three of the 2015 ASCD publication, "Setting the Standard for Project Based Learning," numerous studies are cited demonstrating that students in inquiry-oriented, PBL classrooms learned more science content than students in more traditional classrooms. Additionally, an impact analysis of 2013-14 state testing results showed that students in inquiry-oriented, PBL classrooms at Race to the Top Innovative Grant implementation sites saw an average increase of students proficient or better between 8.5 to 13 times larger in Reading, Mathematics, and Science assessments than non-innovative grant sites. At present, districts in the 3C NOW consortium offer 7 College Credit Plus courses at their high school campuses. These Project Lead the Way pathways would expand those offerings to 14.

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).

INDICATOR #1: Student performance on standardized end of course high school assessments will improve. INDICATOR #2: School and district level Prepared for Success indicators will improve. INDICATOR #3: Teachers will implement project-based learning instructional strategies with fidelity.

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

comparison.

METRIC #1: School and district student performance data on standardized end of course high school assessments. METRIC #2: School and district level Prepared for Success indicators on ACT participation, ACT remediation free, honors diploma, industry-recognized credentials, AP participation, AP score of 3 or better, and dual enrollment credits earned. METRIC #3: Baseline assessment of teacher knowledge and application of project-based learning instructional strategies through self-reports and principal and district administrator observations.

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

The consortium steering committee will be prepared to alter the course of the project and will use the following three tiered process if goals are not being met: -UNIVERSAL: High quality technical assistance for all consortium members around grant goals and objectives - TARGETED: Evidence-based technical assistance of moderate intensity that addresses district specific implementation challenges or barriers -INTENSIVE: Dedicated technical assistance of high intensity consortium districts or schools which are demonstrating minimal fidelity to project goals and objectives. This process will serve as a progress monitoring to assess consortium performance over time. For districts and schools exhibiting the least fidelity to project goals, this process will guide the development of effective strategies to engage the district. Increased intensity of technical assistance may be achieved by increasing the amount of time and human capital assigned to a district, increasing the frequency of technical assistance sessions, reducing the number of grant-related initiatives, or by providing technical assistance support from an external facilitator or consultant with specialized skill or area of expertise. These modified strategies will be well defined in terms of duration, frequency, and length. Districts that respond appropriately to targeted or intensive assistance may return to universal technical assistance with ongoing progress monitoring.

☐ 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 indictor 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.

OUTCOME #1: Leverage consortium buying power to attain a pooled service that will decrease the amount of resources (time and money) districts have to allocate to the review and selection of instructional materials. OUTCOME #2: Leverage consortium-wide professional learning opportunities that leverage similar training that help educators (high school/higher ed) use instructional materials more effectively in the instructional process and apply project-based learning strategies in an inquiry-oriented learning environment.

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.

ASSUMPTION #1: Based on past practice in securing vendor service contracts, it is reasonably assumed that a consortium that includes two of the largest districts in the state as well as instructors from the largest community college in the state holds a favorable bargaining position when it comes to instructional resource procurement. A high-quality, web-supported online instructional materials review service called Learning List streamlines the textbook and instructional materials selection process and significantly reduces the amount of time teachers are out of their classroom for textbook review and adoption meetings. In addition to saving district staff time, leveraging Learning List across the consortium will save districts money by reducing the demand on the substitute teacher pool, decreasing the number of days substitutes are needed, and reducing stipend payments to teachers for work outside of their contract. ASSUMPTION #2: This approach assumes high school teachers transitioning from content-centered pedagogy to student-centered, experiential pedagogy have similar professional learning needs regardless of the school district in which they are employed. This project starts with a baseline assumption that teachers could use instructional materials more effectively in the instructional process and current practice does not align very closely to ways higher ed instructors teach.

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.

It's axiomatic that students cannot learn what they're not taught, and teachers rely on instructional materials for much of their curriculum (Oakes, 2004). If districts purchase instructional materials that are not well-aligned to the academic content standards, and teachers do not know where the materials' deficits are, students will not learn what the standards require them to know and be able to do, and their test results will reveal it. The instructional materials industry is a rapidly evolving marketplace with more products than ever before. Districts simply do not have the staff, time or even the expertise to thoroughly review the available materials thoroughly themselves. Thus, they often resort to relying on the publisher's claims that often overstate the efficacy and alignment of their respective resources on learning, and ultimately, millions of dollars worth of materials often go unused. Leveraging a service that provides four independent reviews of each instructional material, including: (1) a detailed verification of the product's alignment to state standards, (2) a checklist of the product's critical academic and technology attributes, (3) a narrative review of the product's instructional content and design, and (4) educator ratings and reviews will help teachers make more-informed selection decisions and support teachers in using instructional materials more effectively.

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

INDICATOR #1: Consortium-wide use of textbook and instructional resource review and selection service. INDICATOR #2: Observations of educators (high school/higher ed) using instructional materials more effectively in the instructional process and applying project-based learning strategies in an inquiry-oriented learning environment.

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.

METRIC #1: Textbook and instructional resource selection results. METRIC #2: Teacher and principal feedback regarding resource selection process. METRIC #3: Principal walk-throughs, administrator observations, classroom PBL coaches observations.

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

The consortium steering committee will be prepared to alter the course of the project and will use the following three tiered process if goals are not being met: -UNIVERSAL: High quality technical assistance for all consortium members around grant goals and objectives -TARGETED: Evidence-based technical assistance of moderate intensity that addresses district specific implementation challenges or barriers -INTENSIVE: Dedicated technical assistance of high intensity consortium districts or schools which are demonstrating minimal fidelity to project goals and objectives. This process will serve as a progress monitoring to assess consortium performance over time. For districts and schools exhibiting the least fidelity to project goals, this process will guide the development of effective strategies to engage the district. Increased intensity of technical assistance may be achieved by increasing the amount of time and human capital assigned to a district, increasing the frequency of technical assistance sessions, reducing the number of grant-related initiatives, or by providing technical assistance support from an external facilitator or consultant with specialized skill or area of expertise. These modified strategies will be well defined in terms of duration, frequency, and length. Districts that respond appropriately to targeted or intensive assistance may return to universal technical assistance with ongoing progress monitoring.

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.

999,900.00 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.

High school fab lab equipment with extended maintenance contracts to promote inquiry-oriented, experiential learning ($200,000.00); Furniture and room design to promote inquiry-oriented, experiential learning ($100,000.00); Funding for curriculum and materials for four (5) Project Lead the Way courses that lead to industry credentials in engineering and IT ($220,900.00); Teacher training to support implementation of PTLW and Project-Based Learning with fidelity ($33,000.00); Laptop computers, carts and associated required technology for PLTW courses ($312,000.00); PLTW five-year site license for 4 schools ($60,000.00); Middle School STEAM Center to promote inquiry-oriented, experiential learning ($49,000.00); Project oversight and coordinator ($25,000)

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.

20,000.00 a. Sustainability Year 1

20,000.00 b. Sustainability Year 2

20,000.00 c. Sustainability Year 3

20,000.00 d. Sustainability Year 4

20,000.00 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.

Sustainability costs are shown in resupply of expendable materials in the fab labs, STEAM centers, and PLTW classrooms. Equipment maintenance agreements and PTLW license agreements will extend the duration of the grant. Other costs associated with this project are one-time costs for capacity-building and infrastructure improvements. These expenditures are not recurring. The capacity built through professional development will be leveraged through the duration of the grant to be integrated without additional costs into the consortium's usual professional development activities.

0 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.

There are no anticipated savings derived from the program.

100 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.

100% of sustainability costs will be reallocated from current cost per pupil materials and supplies already in the budget. Technically it represents a redistribution of funds per student within the same budget category, and therefore is cost neutral.

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 Range12/2015 through 3/2016

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

Primary Planning Activities 1. Identify and convene fiscal sustainability team members to review budget, project deliverables, expenditure and reimbursement process, and timelines. 2. Identify and convene Steering Committee of consortia members, partner entities, and stakeholders to guide project implementation and make critical decisions. The Steering Committee will meet weekly through the duration of the planning period, bi-weekly through the implementation period, and monthly for the duration of the project. 3. Prepare contracts with service providers and vendors. Benchmarks 1. Fiscal sustainability team representatives selected and team is functional. 2. Consortium steering committee convenes and begins identification of action steps aligned to project deliverables. 3. Contracts are fully executed

22. Implementation(grant funded start-up activities)

a. Date Range3/2016 through 6/2016

b. Scope of activities - include all specific completion benchmarks

Project Management 1. Bi-weekly meetings/conference calls of Steering Committee 2. Reporting from Fiscal sustainability team 3. Communications planning Engagement/Training 1. PLTW training for PLTW pathway teachers 2. Math and AP curriculum materials review 3. PBL teacher training and on-site support 4. Fab Lab and STEAM center equipment/supply procurement and installation 5. Classroom redesign 6. Baseline data collection for evaluation metrics 7. Student recruitment and enrollment into PLTW pathways

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

a. Date Range7/2016 through 6/2021

b. Scope of activities - include all specific completion benchmarks

Project Management 1. Monthly meetings of Steering Committee 2. Reporting from Fiscal sustainability team 3. Share program progress and student successes Engagement/Training 1. PLTW pathway support 2. Math and AP curriculum materials adoption and implementation 3. PBL teacher sharing and professional learning community participation 4. Fab Lab and STEAM center equipment/supply resupply 5. Ongoing data collection for evaluation 6. Technical assistance for consortium members not making progress toward grant goals 7. Ongoing student recruitment and enrollment into PLTW pathways

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:

Students pursuing coursework in the Engineering and IT pathways will graduate with the following skills and competencies: - organization and time management - collaboration - critical thinking (analysis of parts and the system, review of others' ideas, logical application) - problem solving - verbal and written communication through a variety of media and with multiple audiences Fostering these competencies requires teachers to emphasize student-centered instructional practices rather than content-centered pedagogy. A shift from traditional content delivery to an enhanced inquiry-oriented model will require professional development and classroom coaching over a sustained period of time. As a result, the organization will also see extensive growth in student attitudes/personal attributes such as: - strong work ethic - responsibility - pride in their work - perseverance - flexibility - curiosity - creativity - risk-taker Student acquisition of these attitudes and attributes will alter the culture of the learning community as a whole and will promote experiential learning throughout the entire high school, not just in those pathway-specific classrooms. Teachers will engage students in solving authentic, open-ended problems all the way to resolution and implementation, will promote participation in competitions or challenges to showcase skills and talents and working with equipment used in industry. Students will participate in field experiences such as job shadowing, mentorship, learning from industry professionals, and summer job opportunities that result from more purposeful and authentic community engagement activities.

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:

Dr. Thomas G. Reed (614.542.4120; tom.reed@escco.org) will oversee evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Dr. Reed has worked extensively with state-funded grants and contracts through his role as Executive Director with the ESC of Central Ohio. He has also served as a local school district superintendent, high school principal, and curriculum director and understands implications of school reform and program implementation at an integrated systems level. Additionally, Dr. Reed is a Strategic Data Fellow through the Center for Education Policy Research at Harvard University where he enjoys access to Harvard faculty and other SDP fellows who serve as critical research associates and assist in the promotion of the most applicable research methods and statistical tests to measure impact and effect size.

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.

A transparent, replicable internal evaluation will follow a quasi-experimental design to evaluate the impact of concepts and strategies of the project on student learning. 1) Analyze student performance on standardized end of course high school assessments comparing PLTW cohorts of students to non-participating students controlling for socioeconomic status, prior assessment results, and cumulative teacher effects. 2) Estimate effect sizes of PLTW courses on student performance results by comparing assessment results of PLTW students to non-PLTW students controlling for socioeconomic status, prior assessment results, and cumulative teacher effects. 3) Estimate effect sizes of professional development activities on teacher effectiveness controlling for student socioeconomic status, prior assessment results, and cumulative teacher effects. 4.) Measure fidelity of implementation of project-based learning pedagogy aligned to BIE Gold Standard. 1/15-3/16 BASELINE DATA collection using district and state data to establish student performance levels in reading, math, and science as well as "Prepared for Success" indicators. Measure teacher existing knowledge and use of project-based learning strategies prior to implementation of professional development plan. 8/16-8/17 ANALYSIS OF PROCESS MEASURES using Multivariate Analysis of Covariance to measure changes in student performance. Dependent variables will include statewide achievement tests in reading and math controlling for non-academic variables including poverty and mobility. Measures of fidelity of implementation will be used as intervening variables in the analyses of impact on student outcomes. 9/16-5/17 FIDELITY OF IMPLEMENTATION of project-based learning strategies. Data will be collected through observation of teacher practices by principals and district administrators as well as student feedback regarding frequency of PBL in classroom experiences.

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.

Replication of this project requires a significant shift and lift by high school teachers to move from content-centered instruction to inquiry-oriented learning experiences. This shift must be signaled by readiness of teachers to gradually release control of learning from teacher as expert to student as consumer. While it would most likely benefit this application to assert this shift can be achieved widely and scaled-up with efficiencies, that does not really represent the reality of observed teaching behaviors. In short, it will be hard work and not easily achieved.

However, teacher adoption of new practices is rooted in three different theories of change: 1. Teacher values and beliefs - Do teachers value the change and believe that the ultimate results/outcomes will be worth the effort expended? 2. External attributes and conditions of the organization - Has the organization establish sufficient supports and provided sufficient resources for success? 3. Teacher sense of efficacy - Do teachers know what to do, feel empowered to do it, and have mastery experiences that assure them they can succeed? Preliminary, unpublished field research on why teachers fail to fully implement standards-based instruction indicates that only about 15% of teachers report they just do not believe the new standards will yield significantly better outcomes. For them, the juice is not worth the squeeze, so to speak, and moving them to change will be an extraordinarily difficult challenge. Another 20% of teachers report that they believe in the change, but they have not been given the essential resources to succeed. This is encouraging as the teachers exhibit a readiness for pedogogical shifts if the conditions are right. The remaining 65% of teachers report that they value the change and they have the necessary resources, but they lack vicarious and mastery experiences to strengthen their sense of efficacy in implementing the change. Accordingly, this project would serve as a model for vicarious experience, a necessary but insufficient factor of self-efficacy, for teachers to reassure them that inquiry-oriented experiential learning can be successful in high schools, can improve student engagement, and can greatly enhance student academic and non-cognitive outcomes. Additionally, this project will serve as a blue-print for other districts and high schools that seek to move toward a more inquiry-based pedagogy that promotes experiential learning.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I AGREE, Thomas G. Reed 12/1/15

Consortium

ESC of Central Ohio (046938) - Franklin 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
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Paul	Craft	(740) 833-1101	craftpa@delawarecityschools.net	Delaware City	043877	248 N Washington St, Delaware, OH, 43015-1649	
Mark	Raiff	(740) 657-4023	mark_raiff@olsd.us	Olentangy Local	046763	814 Shanahan Rd Ste 100, Lewis Center, OH, 43035-9078	
Tom	Goodney	614.445.3750	tom.goodney@escco.org	ESC of Central Ohio	046938	2080 Citygate Drive, Columbus, OH, 43219	

Partnerships

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Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Sherry	Minton	614-287-5485	sminton@cscc.edu	Columbus State Comm College	062679	550 E Spring St, Columbus, OH, 43215-1722	
Kristine	Robbins	614.823.1232	krobbins@otterbein.edu	Otterbein University	063891	1 S Grove St, Westerville, OH, 43081	

Implementation Team

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Sections

Implementation Team								
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Education**	**% FTE**	**Delete Contact**
Anne	Badwin	Career Tech and College Readiness Coordinator	Responsible for implementing and supporting College Credit Plus (including working with college partners to develop CCP pathways and bring dual credit coursework to the high school campuses), lead collaboration between Columbus State Community College and Otterbein University in the development of career pathways including.	Westerville City Schools, 2012-present Career Tech and College Readiness Coordinator responsible for implementing and supporting College Credit Plus (including working with college partners to develop CCP pathways and bring dual credit coursework to the high school campus) and the development of career pathways including Health, Business/Logistics, and Engineering. Additionally, supervises secondary counseling department and support the implementation of district's career advising policy. Reynoldsburg High School, Reynoldsburg, Ohio, Principal, (HS)2 Academy, Dean of Students 2002 - 2011 Played an integral role in the development and launch of the Health Sciences and Human Services Academy, one of four interest-based academies serving Reynoldsburg High School students. Led all infrastructure and curriculum development activities, building and leading a collaborative team to create a vibrant, accessible, and communicative school community. As Principal of the Health Sciences and Human Services Academy, provided leadership, direction, and mentorship to teachers and staff in order to optimize educational, developmental, and experiential outcomes for 450 students.	Instructional Coach Served as a resource to the entire 80+-person high school staff, conducting classroom visits to provide feedback on instructional practices, identify professional development opportunities, and share resources to improve teaching and learning. Designed and revised both formative and summative assessments district-wide, creating comprehensive reports and facilitating their analysis in concert with subject teachers. Served as a liaison between teachers and administrators, communicating challenges and needs, and serving as an advocate on behalf of all process stakeholders.	The Ohio State University M.Ed., Social Studies Education, 2002 B.A., Political Science, minors in Geography & History, 2001	100	
Thomas	Reed	Executive Director	Project Coordination including Budget/Grant Oversight - Track and verify all partner/district expenditures - Monitor/approve all requisitions and purchase orders - Create monthly,	Center for Achievement (2009-Present) Planned, implemented, and monitored evidence-based professional learning, educator quality, and Turnaround, Transformation, and	State Support Team, Region 11 (2006-2009) Provided NCLB technical assistance and Ohio Improvement Process planning,	PhD, Educ Ldrshp, Ohio State Univ 2006 MS, Educ Admin, Univ of Dayton,	15	

			quarterly, annual fiscal monitoring and sustainability reports - Compile budget information for CCIP - Set up and maintain program budget - Ensure alignment with appropriate USAS codes - Submit budget modifications if necessary - Maintain detailed record of budget changes Invoice/Billing Oversight - Invoice Straight A Fund for actual expenditures - Collect and document invoice detail - Respond to grant partner questions regarding reimbursement Contracting - Develop contracts for grant partners/vendors - Track completion of contract deliverables Communications and Correspondence - Ensure adherence to open meeting law (Sunshine Law) - Respond to FIA public records requests as required - Serve as point of contact for Ohio Department of Education, Auditor of State, Office of Governor, Ohio General Assembly Responsibilities Specific to Lead Applicant - Enact required compliance audits - Ensure compliance with competitive bidding practices - Complete/submit reports to ODE and/or the Straight A Governing Board and support with appropriate documentation - Maintain and provide access to records as ODE or the Straight A Governing Board and authorized representatives conduct audits authorized by state statute	Innovative school improvement initiatives on behalf of school districts, community schools and the Ohio Department of Education. Supervised and collaborated with consultants and contractors in the areas of standards-based instruction and assessment, gifted education, school leadership, accountability and data, STEM, dual enrollment, and blended learning. Served as principle author and project lead for more than $30M state and federal grants and foundation proposals. Managed 21 budgets annually from both state and federal sources, grants, and contracts. Superintendent, Jackson Center Local, Jackson Center, OH Administered and evaluated educational programming for a K-12 public school district, managed the district's operating budget, facilities, and support services, successfully planned, passed, and executed an Ohio School Facility Commission (OSFC) construction project, and recruited, selected and supervised certificated and classified employees.	implementation and monitoring support for 49 public school districts and 87 community schools in seven-county region in Central Ohio on behalf of the Ohio Department of Education. Principal, Beechcroft High School, Columbus, OH Managed daily operations for, provided visionary leadership to, and ensured safety and academic success of 850 students served by 65 certificated faculty and 18 classified staff in a college preparatory urban high school.	1994 BS, Elem Educ, Ohio State Univ, 1985		