Budget

Southern Ohio ESC (046375) - Clinton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (21)

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	754,444.00	0.00	0.00	0.00	754,444.00
Support Services	0.00	0.00	79,479.00	0.00	0.00	0.00	79,479.00
Governance/Admin	0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Prof Development	0.00	0.00	15,348.00	0.00	0.00	0.00	15,348.00
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	874,271.00	0.00	0.00	0.00	874,271.00
						Adjusted Allocation	0.00
						Remaining	-874,271.00

Application

Southern Ohio ESC (046375) - Clinton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (21)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
ACCESS to Math Matters 2

2. Project Summary: Please limit your responses to no more than three sentences.
ST Math, an evidence-based PK-12 blended learning program, will transform Math Education and prepare 8715 students for 21st century success.

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

53 Pre-K Special Education	890 K	964 1	894 2	898 3
901 4	725 5	655 6	519 7	503 8
474 9	460 10	464 11	435 12	

Year 1

53 Pre-K Special Education	929 K	982 1	954 2	888 3
901 4	761 5	649 6	544 7	519 8
445 9	474 10	460 11	464 12	

Year 2

53 Pre-K Special Education	938 K	909 1	890 2	954 3
883 4	749 5	637 6	551 7	535 8
439 9	445 10	474 11	460 12	

Year 3

53 Pre-K Special Education	943 K	918 1	914 2	890 3
949 4	739 5	618 6	539 7	551 8
428 9	439 10	445 11	474 12	

Year 4

53 Pre-K Special Education	948 K	923 1	923 2	914 3
885 4	794 5	645 6	520 7	539 8
451 9	428 10	439 11	445 12	

Year 5

53 Pre-K Special Education	953 K	928 1	928 2	923 3
909 4	752 5	647 6	547 7	520 8

442 9	451 10	428 11	439 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 Fairfield County ESC's Math Matters Straight A Fund (Round 2) grant was implemented in 9 districts in Fairfield and Franklin Counties. Grant management efficiencies realized led to an additional 3,000 students in 30 buildings, being served on 924 additional devices. Outcome data sparked replication to additional buildings/districts outside the grant consortium (e.g. Amanda Clearcreek Local Schools) to adopt ST Math to additional grades and buildings through the reallocation of existing funds. This proposal was organized through ACCESS-A collaborative of 10 SW Ohio ESC's (i.e. Clermont, Brown, Fairfield, Hamilton, Lawrence, Madison-Champaign, Pickaway, Ross-Pike, Southern Ohio, and South Central Ohio) serving 17 counties and 108 districts have formed a 501c3 that exists to leverage the capacity and expertise of its individual ESC's to meet local, regional and state educational entities. This innovation in could impact an additional 300,000 students through ACCESS.

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

First and last name of contact for lead applicant
Tony Long

Organizational name of lead applicant
Southern Ohio Educational Service Center

Address of lead applicant
3321 Airbourne Road, Willmington, OH 45177

Phone Number of lead applicant
937-382-6921

Email Address of lead applicant
so_tlong@mveca.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

According to the 2011 National Assessment of Educational Progress, only 40% of students in the fourth grade and only 35% of students in eighth grade scored at or above proficient in mathematics. The ESC's represented in the ACCESS Collaborative recognize the need to improve math performance and reduce achievement gaps to enhance all students' future academic and career success. Though each district has its own set of unique struggles due to their respective student populations, the overall growth by grade level for the partner districts shows negative student growth (overall) in grades 4, 5 and 6 while showing slightly positive growth in grades 7 and 8. On average, students in grades 4-8 enrolled in partner schools show -1.28 growth on state mathematics assessments. The partner districts demonstrate, on average, a D - in serving gifted students, D for overall progress, D+ in students with disabilities and a D - in gap closing on the most recent report card. Based on the most recent PARCC mathematics results, partner districts are demonstrating that only 61.8% of students are achieving at or above the proficient performance level. Since 2011, the overall performance of students in mathematics has decreased by an

average of -4.975% per year resulting in a collective percentage of students scoring at proficient or above over 19% lower over the past five years of state assessments results. In addition, teachers have not had blended learning or flipped classroom training, so the math programs are used as an add-on or additional option rather than an integrated and cohesive part of the math instruction. The consortium has identified a solution to this issue which involves creating a new blended learning environment with a proven innovative research based digital tool that will enhance teachers' efficacy as well as improve student math proficiency.

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

Math Matters 2 will transform the way math instruction is being delivered to over 8,835 students annually in 16 schools from 9 districts across 6 Counties. Implementation and use of MIND Research Institute's (MIND) unique ST Math program paired with comprehensive, high quality teacher professional development (PD) on the program itself and blended learning instructional strategies will create new, effective learning environments engaging students and increasing math achievement. Founded on years of neuroscience research, ST Math is an innovative and effective math program that gives students an individualized and powerful way to master math concepts visually. ST Math is currently used in 43 states at 3,080 schools reaching more than 890,160 students. It's creator, Dr. Matthew Peterson, is dyslexic and struggled with traditional language-based math instruction as a child. Thus, ST Math utilizes a visual approach that accesses the brains innate "spatial temporal" reasoning ability through language-independent, animated representations of math concepts as visual puzzles. Self-paced and self-motivating, the program provides students with immediate, instructive feedback and deepens problem-solving and reasoning skills. ST Math results in students gaining confidence in their ability to learn and a desire to advance their mathematical knowledge. When implemented with fidelity, program results to-date show a doubling of math proficiency on state standardized tests across a wide range of schools, principals, teachers, and student demographics, including English Language Learners and students with learning disabilities. (See Q 24 for specific evidence of success). PD for teachers is a key component to implementation success. MIND developed a comprehensive, succinct PD and training component to complement ST Math. Prior to implementation, all consortia teachers will go through an initial training focused on what they need to know to start using ST Math in their classrooms. A schedule will be developed with the consortium's leadership team to offer multiple opportunities for teachers to attend start-up training in person in their respective locales. In addition, live webinars and a self-paced course option will also be available for teachers unable to attend the in-person session and those need additional reinforcement. Follow up trainings and PD focus on data and reporting as well as the integration of ST Math with core curriculum. Math Matters 2 will again utilize a train the trainer approach for sustainability. As a result of the original Math Matters grant, MIND has two Ohio consultants (Sarah Cummings and Twana Young) who will work with districts to support implementation and integration of ST Math as a tool for blended learning at no cost. Also, Fairfield County ESC's Curriculum Specialist and trained trainer for ST Math, will be supported through the grant to build district capacity for sustainability by training a teacher in each district to build local capacity for ST Math implementation and integration during the implementation year. As a result, 290 teachers in 15 schools will be trained, receive ongoing support from ST Math trainers as they engage in collaborative opportunities online and at their schools. Instructional/Organization Outcomes: This PD and support model not only enhances each teacher's' use of the ST Math program, but also increases their own math content knowledge and prompts them to create connections between what students are learning in ST Math program and what they are learning during classroom instruction, creating a truly blended learning environment. The digital content makes the conventional (classroom face-to-face) instruction more powerful and effective, that leads to greater student achievement. Math Matters 2 requests $874,271 will have $0.00 in sustainable costs. This project is revenue neutral and is designed to be sustainable without additional income needed by the district.

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.

Overall Project Outcome: Consortia schools will implement ST Math with fidelity, improving K-8 math performance, reducing achievement gaps and enhancing all students' future academic and career success. Goal 1: By June 30, 2022, Math Matters 2 consortia schools will report an average of 4% growth in math proficiency as measured by Ohio AIR math assessments required for school building report cards. Goal 2: By June 30, 2017, teachers in consortia schools will report increased integration of ST Math as a tool for blended learning within their core curriculum. Goal 3: Annually, consortia districts will report decreased achievement gaps in mathematics as reported on school building report cards. Goal 4: Annually, consortia districts will sustain ST Math locally without additional income.

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: ST Math, when used with fidelity, will increase math proficiency in target schools by 4%. RESEARCH: Results of previous ST Math program implementations are important indicators of the potential success and impact on student achievement that this program will have on students in the 9 districts. ST Math was created based on years of neuroscience research and the program is specifically designed to resonate with students and the way their brains process information. Year-after-year, schools using ST Math and following the program's guidelines demonstrate, on average, two times the rate of growth in math proficiency compared to other schools not using the program. MIND conducted a comparison of state test grade proficiency growth between 2010-2012. In Chicago, New York and Florida, schools using ST Math reflected an 11.4%, 12.9% and 9% growth respectively, compared to 3.6%, 4.6% and 3% growth of non-ST Math schools. In the Santa Ana Unified School District in California, math proficiency increased from 31% to 67%--the state's average--in just a few years of ST Math use, helping close that district's achievement gap at the elementary school level. ST Math also works over a wide diversity of schools, principals, teachers, and student demographics, including English Language Learners and students with learning disabilities. In addition, teachers notice positive changes in student behavior and an increase in intrinsic motivation as students engage strongly with ST Math because they are problem solving, discovering, and trying new puzzles regularly. Based on ST Math's track record and the consortium' s members enthusiasm to implement this program, we expect that the schools/districts in the consortium using the program will see an average of 4% growth in math proficiency (Ohio's current average growth over the past 5 years in grades 3-5 has been 1%) as well as direct improvement in the various student subgroups.

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

literature.

A recent study indicates that the United States ranks 32nd in math proficiency, which greatly hinders America's future ability to be competitive in a global technological society. Research shows that a solid mathematics foundation is critical for students to succeed in middle school, stay in high school and pursue a college degree. For many students, however, math poses a serious challenge, erecting multiple barriers to future success. This is particularly true in math classes where rote memorization rather than conceptual understanding tends to be the norm. A lack of math competency results in failing grades and students becoming disengaged from the learning process. Middle school math (6-8th grade) offers particular challenges with the introduction of more complex language and symbols that can be difficult for many students to grasp. Students' struggles with math must be addressed at the elementary and middle school level in order to decrease the high school drop-out rate and increase interest in STEM-related fields. An independent study by WestEd shows that MIND's ST Math educational program has made a statistically significant impact on student math performance across 45 LAUSD elementary schools. The rigorous analysis, which adhered to federal 'What Works Clearinghouse' specifications, found a statistically significant difference in the average percentage of students in two groups: those scoring advanced, and those scoring advanced or proficient on the California Standards Test (CST) in 2011. The study also found ST Math's effect size across the grades to be 0.41 - well beyond the 'What Works Clearinghouse' criteria of 0.25 for "substantively important" effect. A 2013 teacher survey with approximately 1,180 respondents showed ST Math has a dramatic impact on students' motivation and attitude towards math. Eighty-four percent of teachers agreed/strongly agreed that "ST Math has engaged students who are usually difficult to engage productively," and 85% agreed/strongly agreed that "ST Math has improved the attitude of my students towards math." MIND Research Institute' s professional development is also garnering national attention as the organization was recently selected as a partner of the 100Kin10, a multi-sector network that responds to the national imperative to train 100,000 excellent science, technology, engineering, and math (STEM) teachers by 2021. In 2014, Fairfield Co ESC implemented in ST Math in 9 districts in Fairfield and Franklin Counties. Grant management efficiencies realized led to an additional 3,000 students in 30 buildings, being served on 924 additional devices. Outcome data sparked replication to additional buildings/districts outside the initial grant consortium to adopt this outstanding program. Consortia schools have readiness and commitment to implement ST Math with fidelity. ST Math implementation fidelity requires a ratio of 1:7 devices to children. All participating schools meet or exceed this minimum requirement. In addition, in order to participate in the consortia, districts had to demonstrate that their local budgets (5 year forecast) had the ability to refresh and/or replace devices at least once during the sustainability period.

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).

OVERALL PROJECT OUTCOMES to enhancing all students' future academic and career success. Goal 1: By June 30, 2022, consortia schools will report an an average of 4% growth in math proficiency as measured Ohio AIR math assessments. Goal 2: By June 30, 2017, teachers in consortia schools will report increased integration of ST Math as a tool for blended learning within their core curriculum. Goal 3: Annually, consortia districts will report decreased achievement gaps in mathematics as reported on school building report cards. Goal 4: Annually, consortia districts will sustain ST Math locally without additional income. Assumptions: Implementation fidelity must be met to expect an average gain of 4% growth in in math proficiency as measured Ohio AIR math assessments required for school building report cards. FORMATIVE INDICATORS Initial software training is completed by 100% of the participating teachers by October 31, 2016. ST Math is implemented in 100% of the buildings by October 31, 2016. Data training is completed by 100% of participating teachers by December 15, 2016 Webinars to support Implementation will be completed by 100% of participating teachers by June 30, 2017. Consortia districts will monitor re-allocation cost savings as indicated on FIT. SUMMATIVE INDICATORS By June 30,2022 students using ST Math with fidelity (i.e. 60 minutes/week for Pre-K and K, and 90 minutes/week grades 1-12) will average of 4% growth in math proficiency as measured by Ohio AIR math assessments. By June 30, 2017 100% of teachers will report increased integration of ST Math as a tool for blended learning within their core curriculum. Consortia districts will annually report re-allocation cost savings equal to sustainability costs. Annually, consortia districts will report decreased achievement gaps in mathematics as reported on school building report cards. Annually, consortia districts will sustain ST Math locally without additional income.

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

List and describe pertinent data points for student achievement SMART Goal from Q9 (iv). Overall Project Outcome: Consortia schools will implement ST Math with fidelity, improving K-8 math performance, reducing achievement gaps and enhancing all students' future academic and career success. Goal 1: By June 30, 2022, Math Matters 2 consortia schools will report an an average of 4% growth in math proficiency as measured by Ohio AIR math assessments required for school building report cards Goal 2: By June 30, 2017, teachers in consortia schools will report increased integration of ST Math as a tool for blended learning within their core curriculum. Goal 3: Annually, consortia districts will report decreased achievement gaps in mathematics as reported on school building report cards. Goal 4: Annually, consortia districts will sustain ST Math locally without additional income. Data points to measure progress: -Change in local practices that promote increased -Initial software training attendance records -Number of students participating -Number of teachers trained -Growth in math proficiency as measured by Ohio AIR math assessments required for school building report cards -achievement gap data as reported by Ohio school building report cards -teacher use of ST math with fidelity -Teacher surveys increased integration of ST Math as a tool for blended learning within their core curriculum. -Each consortia district will use re-allocation cost savings as described on FIT as the data points to measure shared services outcome. Baseline is October 2015 as per grant requirements.

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

The Project team will review relevant data bi-monthly as available. Annual staff PD surveys will include questions that can help identify where recalibration or options may need to be expanded. Data collection will entail a two-fold process. While external evaluator will collect, aggregate and report project data and outcomes on a quarterly basis, individual districts will be monitoring their own survey and achievement data. The aggregate will not only inform the Consortium as a whole, it will give individual districts a comparison point by which to judge the efficacy of their own efforts. Budget/reasonable based on the student impact, outcomes and lasting value and any cost saving is credible. Southern Ohio ESC is contracting with an external evaluator through the Fairfield County ESC at a cost of $79,479 for 5 years which is 10% of project budget. This amount is a great value and is in line with industry standard (10%). Southern Ohio ESC believes external evaluation is essential to ensure consortia members monitor and reports on fidelity of implementation, student achievement outcomes and sustainability costs. This outside support will also provide additional value because the evaluator will be able to recommend mid-course adjustments to improve results if needed.

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.

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 measureable 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
- [x] 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.

874,271.00 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: $874,271 the total to be defined as follows: Mind Research ST Math is imbedding new training for the districts for the durations of the grant years, this will include ongoing implementation of the program for new training of staff that goes above and beyond the implementation year for the software licenses $754,444 (multi-year contract (thru 6/2022) allowable per guidance - for new training imbedded in each year of contract no sustainable costs); Professional development coordination through Southern Ohio ESC for the participating districts $4,548 (one time grant costs - no sustaining costs); Southern Ohio ESC grant management $18,600 (one time grant costs - no sustaining costs); Fairfield County ESC grant management consulting for the unpacking of the grant with the districts and SOESC $6,400 (one time grant costs - no sustaining costs); Fairfield County ESC ST Math Trained Trainer (Will Kirby) will assist districts in developing local capacity of a district teacher leader (s) to provide peer support, assist in developing plans to schedule and embed PD, address technology challenges, and serve as a liaison with Mind Research Institute $10,800 (one time grant costs - no sustaining costs); Fairfield County ESC for external evaluation - Dr. Tom Fry will be responsible for compiling data from both objective and subjective data sources and produce report for upload to ODE that will guide the progress of the project $79,479 (multi-year contract (thru 6/2022) allowable per guidance - evaluation is an implementation cost). ALIGNMENT OF REASONABLE BUDGET WITH STUDENT IMPACT, OUTCOMES AND LASTING VALUE The costs outlined in the Budget narrative are directly aligned with costs associated with implementing the project, building capacity designed to ensure sustainability beyond the implementation year and ensure the external evaluation of the grant is completed through the end of year 5 sustainability. It is also important to note that lessons learned during the Math Matters SAF Round 2 application have been applied to the development and design of this replication project. It is important to note that the per pupil cost of the original 7.7 million dollar grant serving to serve 27,556 students was $279.43. With applied efficiencies the per pupil cost to serve and additional 8,836 students through the ACCESS to Math Matters 2 proposal is $98.87. A savings of more than 65%.

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 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.

The districts will not have any sustainable costs for this grant. The professional development will be imbedded in the current professional development calendars for the districts and the cost of the program is within the grant for the new training that will be provided by Mind Research Institute.

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.

The districts will not have any actual cost savings from this grant. Since the program will pay for itself with the implementation and all other costs are are already within the district's budget.

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.

The districts will not have any actual cost reallocation savings from this grant. Since the program will pay for itself with the implementation and all other costs are are already within the district's budget.

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 RangeMarch - July 31, 2016

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

- Grant announcement made and primary leadership team meeting held (including fiscal agent, ST Math representatives, grants manager for project, consultants and evaluator) - Kick-off meeting with points of contact from each district and/or principals and discuss of elements of implementation plans - Confirm professional development dates and secure facilities - Create/coordinate communication materials for

teachers and parents about the ST Math program and the grant across districts - Class lists will be submitted to ST Math and will be placed on a roster in the ST Math software - Southern Ohio ESC contract preparation and board approval with vendors - Southern Ohio ESC works with grant management to ensure consistent communication across districts; marketing plan - Local media releases-Districts will hold local celebrations, board/staff meetings to announce project. - Finalize evaluation plan - A Gantt chart will be developed to monitor grant progress. - Establish schedule for Leadership Team to coordinate project outcomes - The Leadership team meets to review expectations and the budget, make any necessary revisions. - Begin Consortia/Partner monthly meetings with evaluator to monitor evaluation plan & project fidelity - Gather district implementation plans - Establish quarterly board/community update schedule - Establish Project Leadership weekly meetings to coordinate project outcomes.

22. Implementation(grant funded start-up activities)

a. Date RangeAUGUST 1, 2016-JUNE 30, 2017

b. Scope of activities - include all specific completion benchmarks

Timeline with embedded benchmarks: -Training and training evaluations for districts completed by 10/31/2016 - training will be multi-modal with multiple dates/options to maximize delivery - Grants manager conducts monthly meetings with all district representatives and external evaluator to review timeline and troubleshoot unforeseen issues - External evaluator completes a training/implementation report - 12/31/2016 - External evaluator provides a mid-grant progress report summarizing the fidelity of implementation and student progress - 1/31/2017 - Will Kirby will train a ST Math teacher leader from each district by 6/15/2017 to prepare them to support new teachers in subsequent years and assist current teachers with any concerns. MINDS Research Institute Education Consultants will be available to districts to support implementation and address challenges as needed.- As needed/ongoing - External evaluator will prepare a quarterly report on student usage/progress - 4/30/2017 - A professional development day will be held in the spring of 2017 (teachers to share successes, collaborate on ST Math/blended learning in the classroom; include evaluations of the program and its implementation and identification of additional needs) - External evaluator creates summative evaluation on usage, progress, growth and impact - Grants manager creates: 1) communication to be sent to all teachers regarding the impact and implementation of ST Math across the consortium; 2) letter template districts can use to share ST Math results with parents; 3) press release about the impact of the consortium' s implementation of ST Math - 6/2017 - External evaluator provides tools for districts for ongoing monitoring of blended learning, ST Math fidelity of implementation and student progress - 6/30/2017 - Funds already available in the district's 5 year forecast will be used to ,maintain equipment to continue program - Annual parent, student and staff surveys

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

a. Date RangeAugust 2016-June 2022

b. Scope of activities - include all specific completion benchmarks

MINDS Research Institute Education Consultants - support as needed to ensure continued implementation fidelity & increase teacher capacity to design/ implement blended learning. Retain Dr. Tom Fry, through Fairfield County ESC to conduct Evaluation Evaluator designs evaluation/ collection tools and is involved in consortium meetings throughout project Evaluator collects / analyzes data to determine degree to which program is implemented with fidelity against the following benchmarks: 1: Initial software training complete by 100% of participating teachers by October 31, 2016. 2: ST Math implemented in 100% of buildings by October 31, 2016. 3: 100% of selected students use ST Math with fidelity by June 30, 2017. 4: Students meeting required progress completion rates of program experience 4% average growth in math as measured by Ohio AIR math assessments required for school building report cards 5: Districts will realize predicted cost savings. 6: Teachers will effectively use a blended learning model. 8/1/2016-6/30/2017 7. Conduct focus groups and analyze data - 4/1/2017-5/31/2017 8. Compile periodic and final reports due 11/30/2016, 1/30/2017, and 6/30/2017 9: Districts will report decreased math achievement gaps 10: Districts will report no sustainability costs - revenue neutral FIT annually. Evaluator will continue to receive data on a semi annual basis through 2022 and will provide an annual outcome report to consortia and Ohio Department of Education. - reporting includes required annual programmatic and fiscal sustainability reports to ODE 2016- 2022 Effective data collection: Each consortia member will provide Southern Ohio ESC/Fairfield Co ESC access to student level data for analysis by external evaluator. This agreement will include project related surveys and other relevant data needed to effectively access and analyze data The ACCESS collaborative will assist in reviewing data,communicating outcomes and replication.

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 This program will introduce a new, innovative blended learning model to 290 teachers and approximately 8,835 students in order to transform math education in southwestern Ohio as well as increase student math achievement and teacher efficacy in the classroom. Specifically, the consortium is seeking to implement ST (Spatial Temporal) Math, an evidenced-based, unique, visual math education program that has proven results when implemented with fidelity. Ongoing high quality professional development and a robust program of teacher leader development will ensure classroom teachers have the knowledge and ongoing support necessary to transition their traditional instructional practices to a blended learning environment. Classroom instruction will change as students will enjoy multiple modes of instruction including small group, individual, and computer instruction. Students will become more engaged, be able to monitor their progress, and set personal goals with the teacher. Additionally, they will become intrinsically motivated to learn as they play ST Math and

persevere through challenging content because they learn what it feels like to succeed when faced with intriguing problems. Meanwhile, classroom teachers will be more efficient in their math instruction, as they will be able to complement the ST Math program and provide more extension and problem-based learning. ST Math will effectively serve as a co-teacher focusing on the math concepts so the teacher can apply them in relevant/real-life assessment tasks and projects. In addition, ST Math encourages questioning and explanation rather than rote memorization. Teachers are taught to be facilitators, asking open-ended questions to promote student thought and reasoning. Teachers are building the bridge in students' understanding between conceptual and procedural mathematics in a blended learning environment. Once students solve the initial puzzles, they begin to develop an intuition about the mathematics being taught (building their internal schema). At this point, it is important to connect these new ideas to previous math content, and to other mathematical representations. Classroom discussion of interesting puzzles and students' solution strategies is a valuable part of this process. ST Math provides professional development that helps teachers understand their important role in this phase of the learning process and how to foster students as they develop their conceptual understanding. The consortium and professional learning will also create a network of educators who can collaborate, supporting each other's math instruction and sharing best practices. Finally, ST Math has proven to be a highly effective tool for helping students engage with math, particularly those with low reading proficiency or for whom English is a second language. As teachers see these students demonstrate math prowess, teachers will begin to see how altering their approach to math in the classroom can help more students achieve. ST Math rounds out the blended learning environment with a holistic view of math learning. ORGANIZATIONAL PRACTICE CHANGES Math instruction for students will fundamentally change how partner districts/teachers approach math instruction and intervention with students. Existing building, math subject area, and grade level data team meeting will be transformed to include a focus on ST Math data to inform educational practice. In addition, the intensity of training and networks that will develop between district representatives and teachers will lead to the further development and communication between practitioners throughout the first five years changing how and with whom educators seek to engage when seeking resources and solutions to improve practice.

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:

Tom Fry, Ph.D. Fairfield County Educational Service Center 955 Liberty Drive Lancaster, Ohio 43130 (740) 653-3193(O) (614) 6114-218-1569
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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.

The project team is committed to an in-depth program of research and evaluation in order to produce key information about the effectiveness ST Math program in K-8 classrooms in southwestern Ohio. A systematic research process will be employed with both an internal project team and external evaluator to work on the program evaluation. The evaluation will use both qualitative and quantitative data collection and analysis. METHODOLOGY The Fairfield County ESC will be engaged to provide the external evaluation. The methodology applied by Dr. Fry will incorporate a mixed-methods approach, combining both qualitative and quantitative assessments to conduct both formative and summative evaluation processes focused on review of the following: Consortia schools will implement ST Math with fidelity, improving K-8 math performance, reducing achievement gaps and enhancing all students' future academic and career success. Goal 1: By June 30, 2022, Math Matters 2 consortia schools will report an an average of 4% growth in math proficiency as measured by Ohio AIR math assessments required for school building report cards Goal 2: By June 30, 2017, teachers in consortia schools will report increased integration of ST Math as a tool for blended learning within their core curriculum. Goal 3: Annually, consortia districts will report decreased achievement gaps in mathematics as reported on school building report cards. Goal 4: Annually, consortia districts will sustain ST Math locally without additional income. The overall evaluation plan will embed formative evaluation throughout implementation, providing interim reporting for external evaluation, as well as to provide the project implementation team with real time assessments that can inform modification of implementation strategies to support attaining grant outcomes consistent with the proposed goals and objectives. This approach is intended to aid the implementation team in determining the most effective modifications to apply during the course of the grant, as well as regularly conduct external evaluation to assess the fidelity to the proposed project's goals and objectives. The final external evaluation report will incorporate the interim reports and review of evidence of change and impact based on project benchmarks, generated summative data, and other project milestones identified in this proposal. The information garnered from the formative and external evaluation will be shared through a published report available online digitally and through presentations at professional meetings for applied research and evaluation. TIMELINE By 9/1/2016 and annually through project Annual parent, student and staff surveys Annual review of fiscal reports Annual review of fidelity of implementation and student achievement Quarterly through Project end 6/30/2022 Quarterly project evaluation to student achievement Project Leadership Team quarterly planning to adjust based on evaluation FINAL ANALYSIS OF PROGRESS, SUCCESS OR SHORTFALL Ongoing formative annual evaluation submitted to the Board of Education and the ODE will continue beyond the grant period and will conclude with a summative program evaluation at the end of the 5 years. All reports will adhere to national standards of confidentiality protecting any personal information. Project leaders will submit proposals to share progress at all state conferences and forums. Project team will communicate progress quarterly to Board of Education and community. SHARING LESSONS LEARNED Additionally, the evaluation will consider the impact of the ACCESS to Math Matters project as it relates to the conditions for sustainability and expansion across the state. Lessons Learned will be shared through the ACCESS collaborative, state organizations, and through media stories. In addition we will be open and available to host visits to project sites and assist in replication efforts throughout Ohio.

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.

This project is in fact is an expansion and replication of the SAF Round 2 project Math Matters: Transforming Math Education for 21st Century Success led by the Fairfield County Educational Service Center that has been to incorporate lessons learned and adaptations identified that reduce the per pupil cost and increase sustainability. Dr. Marie Ward, Fairfield County ESC superintendent, committed to serving as a model and provide assistance to other schools/districts that would like to incorporate this program. This proposal has been crafted with support and leadership provided by Dr. Ward as a member of the ACCESS collaborative. ACCESS is a 501c3 formed as an alliance of 10 ESC Superintendents from Southwest Ohio (Brown, Clermont, Fairfield, Hamilton, Lawrence, Madison-Champaign, Pickaway, Ross-Pike, South Central, and Southern Ohio) to leverage the capacity and expertise of its individual members aligned to meet the needs of local, regional, and state educational entities. ACCESS member ESC's represent 17 counties, 108 school districts, 17,113 teachers and more than 315,000 students. The ESC's that represent ACCESS worked collaboratively to identify districts in need who were interested and ready to join this Round 3 SAF consortium to replicate and expand Math Matters. The ST Math program, and its accompanying professional development training, has already been proven successful, not only through Math Matters SAF Round 2, but also as demonstrated across the country in the 43 states (3,080 schools reaching more than 890,160 students) currently using this software. Efficiencies and lessons learned through Fairfield County ESC's implementation of the original Math Matters project have been incorporated into the current application. This model is clearly adaptable to local conditions while maintaining strong fidelity of program implementation, using the major design considerations for scalability. These are: 1) ST Math can be used with any other conventional curriculum (no constraints on publisher or approach) in any school (no changes required to school structure) and by any teacher; and 2) ST Math has a reasonable requirement for training and initial teacher use. A key lesson learned during Math Matters 1, and recommendation to any organization that plans to implement or scale the model is to fully utilize the available follow up training and professional development to assist teachers in fully incorporating the program into their core curriculum. This resource, is easily accessible to any district or school in Ohio because ST Math has 2 consultants serving Ohio and Fairfield ESC has a curriculum consultant trained to provide ST Math follow up training. In addition, Consortium districts were required to meet a 1:7 ratio of devices to students, be able to transform existing PD days and meetings to train teachers, and have funds in their 5 year forecasts to refresh devices to ensure program dosage/fidelity is maintained to ensure cost neutrality. PUBLICATIONS AND SHARING LESSONS LEARNED ST Math (MIND) staff will work with the districts interested in program acquisition and implementation. Meanwhile, consortium members from Round 2 and 3 will host site visits for teachers and administrators interested in seeing the program in classroom use and employ the 'train the trainer' model to provide support to educators both within and outside of their respective districts. In fact, just recently, ST Math partnered with Worthington School District (Round 2 consortia member) to hold an Ohio ST Math Summit. During this event, participants had an opportunity to meet students, teachers, and administrators currently using ST Math as a supplement to their core math program. In addition, the ACCESS collaborative is available to support further efforts to share lessons learned, provide consultation and support to additional districts and schools interested in scaling up, expanding or replicating this innovation.

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

Consortium

Southern Ohio ESC (046375) - Clinton 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
Eydie	Shilling	740-536-7384	eydieshilling@fairfieldunion.org	Fairfield Union Local	046870	6417 Cincinnati Zanesville Rd NE, Lancaster, OH, 43130-9323	
A.Todd	Jenkins	740-259-5558	todd.jenkins@east.k12.oh.us	Northwest Local	049635	800 Mohawk Dr, Mc Dermott, OH, 45652-9000	
Aric	Fiscus	937-392-1141	aric.fiscus@rulh.us	Ripley Union Lewis Huntington Middle School	000501	2300 Rains-Eitel Rd., Aberdeen, OH, 45101-9502	
Beth	Keplar	740-983-5010	bkeplar@tvsd.us	Teays Valley Local	049098	385 Viking Way, Ashville, OH, 43103-9638	
Mark	Knapp	740-574-8484	mark.knapp@wheelersburg.net	Wheelersburg Local	049668	PO Box 340, Wheelersburg, OH, 45694-0340	
Kevin	Dunn	513-724-2241	dunn_k@burgschools.org	Williamsburg Local	046367	549A W Main St, Williamsburg, OH, 45176-1110	
Sommer	Picklesimer	740-766-6777	sommer.picklesimer@east.k12.oh.us	Sciotoville	143644	224 Marshall St, Portsmouth, OH, 45662-5549	
Misty	Ewry	937-3931331	so_mewry@mveca.org	Bright Elementary School	139477	6100 Fair Ridge Rd, Hillsboro, OH, 45133-6616	

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Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Marie	Ward	740-653-3193 Ext.223	mward@fairfieldesc.org	Fairfield County ESC	046839	955 Liberty Dr, Lancaster, OH, 43130	
Karen	Muse	513-674-4200	karen.muse@hcesc	ACCESS		11083 Hamilton Ave, , Cincinnati, Ohio, 45231	
Jim	Sidick	412-680-5953	jsidick@mindsresearch.org	MINDS Research Institute		111 Academy , Suite 100, Irvine, CA, 92617	

Implementation Team

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Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Marie	Ward	Fairfield County ESC Superintendent	Dr. Ward will served as a consultant to the ACCESS group as the worked to review ST Math as a viable solution to address Math deficiencies in consortium districts. She has led the development of this application and will serve as a consultant to Southern Ohio ESC during the implementation year to support the development of effective grant management and implementation systems. She will also work as a as a member of the ACCESS collaborative to seek new opportunities to scale-up, expand or replicate this project.	A 1994 doctoral graduate from The Ohio State University's department of Educational Services and Research. She has held a superintendents license since 2003.	Dr. Ward has more than 25 years experience in education and more than 22 years writing and managing grants. She led the development and implementation of three Straight A Fund grants during Round 2 including the Math Matters: Transforming Math Education for 21st Century Success. Her accomplishments include 17 years working at central Ohio ESC's as a solution partner and grant manager for school districts as small as Walnut Township with 325 students and as large as Columbus City Schools with more than 50,000 students. She is the president elect for The Ohio State University's College of Education and Human Ecology Alumni Board, serves as a member of Ohio University's advisory board, and is chair of the Ohio College Access Network. Her accomplishments also include a dozen publications, over 50 invited state, national and international presentations and more than 70 million in grant funds secured and managed dureing the past 22 years. She has developed a strong reputation for he ability to develop bold solutions, lead teams, and implement impactful initiatives.	Ph.D.-The Ohio State University (1994)- Educational Services and Research	03	
Sarah	Cummings	Education Consultant	As an Educational Consultant for MINDS Research Institute Sarah will support	Has a Bachelor of Science in Human Ecology and a Master of Education	Sarah is a former 6th grade teacher who used ST Math in the classroom while teaching in the	Masters of Education degree from The Ohio State University	10	

			schools and districts in implementing and integrating ST Math into their instructional framework. She will conduct training, school professional development, and family/community events. Sarah will also work with students in the classroom while they are on ST Math and models classroom lessons with ST Math.	degree both from the Ohio State University.	Gahanna Jefferson Public School District.			
Will	Kirby	Math Curriculum Consultant/ST Math Trained Trainer	Will will provide consultation to Souther Ohio ESC and their consortium districts as they navigate the implementation of ST Math. Specifically he will assist each district to identify a teacher leader to be trained to provide leadership and peer support within their district.	Principals License Grades 5-12 Integrated Math License	Six has years experience as a math instructor followed by more than 6 years experience serving as an instructional coach, facilitator and monitor of mentoring services in schools throughout ohio. Will has achieved national certification to facilitate professional development on behalf of the Buck Institute for Education (BIE) in supporting teachers in designing, implementing and refining project based learning units. Will is a leader in the use of data for making instructional decisions and is a trained trainer for ST Math. His passion is to assist students and teachers tackling the ever growing challenges in educational reform while focusing on a college and career ready learning environment.	BS- Ohio University (2003)- Integrated Math MS- The Ohio State University (2007) Ed Policy & Leadership	11	
Douglas	Bruno	Manager Consulting and Professional Services	Doug will oversee the training and professional development of the consortium's teachers.	Bachelors Degree in Education	Over 17 years of experience as a classroom teacher, software trainer, and education consultant/manager with large education related companies. He works with districts to plan the implementation of large scale program	Bachelors degree in education	025	

					adoptions (up to 150 schools). For the past 12 years he has managed school district implementations in Ohio/Great Lakes region, one of which is the focus of a Federal research study involving 10 districts.			
Tony	Long	Superintendent-Southern Ohio ESC	Tony will serve as lead administrator to monitor fiscal and programatic implementation.	Superintendent's license	Tony Long has been employed by the SOESC since August, 1992. He has held various positions within the organization and since January 2010 he has served as Superintendent.	BS Wilmington College- Education MS Xavier University-Education	4	
Misty	Ewry	School Improvement Consultant with Southern Ohio ESC	Misty will lead grant management in consultation with Dr. Marie Ward and Will Kirby from the Fairfield County ESC. Misty will work closely with treasurer Rachel Meyer to ensure programmatic and fiscal goals are met.	Misty holds a 7-12 High School English 5 Year License as well as 4-9 and 5-12 principal licenses.	Misty Ewry is currently serving as a School Improvement Consultant with Southern Ohio Educational Service Center, she charged with supporting public school districts with technical assistance, professional development, and providing resources/information for educational initiatives. Previous to this position, she served as a curriculum director for a K-12 district. Duties in this position included purchases of curricular materials, professional development, and grants manager of both competitive and federal grants. Misty has prior experience managing grants including: Dollar General Literacy Grant, Nationwide Children's SPARK grant, Title I grants, etc.	BS Marietta College (1999)-High School English MS University of Cincinnati (2005)-Principal Licenses	4	
Tom	Fry	External Evaluator	Dr. Fry will coordinate and manage all external evaluation activities.	Effectiveness Coach Dynamix LLC; Assistant Superintendent, Granville Exempted Village School District; Director of Curriculum & Instruction, Granville Exempted Village Schools; Data,	Dr. Fry has over 20 years in education, 13 of which he was a director of data, research and accountability. he has presented nationally regarding the use of student projections to drive instruction, value-added analysis at the school and teacher level, and his	Otterbein U: BS Biological Sciences/Secondary Ed; Ashland University: (Ed.D.), Leadership Studies, Master's, Curriculum, Instruct	4	

				Research and Accountability Director, Olentangy Local Schools; Curriculum Director, Jefferson Local Schools	dissertation explored the relationship between teacher value-added data in reading and math and the TeacherInsight screening instrument. Tom Fry is affectionately known throughout professional communities as "the data guy". Dealing with people's behaviors and attitudes usually requires digging below the surface to understand the dynamics of the organization. Tom is able to look for clues that identify what is preventing change from happening, so they can determine the steps most likely to remove obstacles and bring about success. He has experience designing systems, tools, and processes to enable people to succeed. Tom provides research to bring to light improvement in the operations of an organization, manage conflict by helping different parties see the situation from the other's point of view, and by finding common goals.			
Rachel	Meyer	Treasurer	Fiscal Manager	Rachel has held a Treasurers license from ODE since 2011.	Rachel Meyer has been employed by the Southern Ohio ESC since September, 1988. She served as the Fiscal MistyManager for Region 14/Hopewell Center from 1992 to 2014. Beginning August 1, 2014 she became Treasurer. Rachel obtained her associate's degree in accounting from Southern State Community College in 2006. She graduated summa cum laude with her bachelor's degree in business management from Franklin University in 2009. She also completed additional	AS Southern State Community College (2006) Accounting BS Franklin University (2009) Business Management	4	

					coursework in 2010-11 from Xavier University.			