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<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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Adjusted Allocation 0.00

Remaining -702,808.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Pathways to Possibilities - Ready for the World

2. Project Tweet: Please limit your responses to 140 characters.
Empower all students for 21st century success through student-centered pathways creating innovators, collaborators and critical thinkers.
This is an ultra-concise introduction to the project.

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.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
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<td>265 7</td>
<td>305 8</td>
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</table>
canal winchester has 1700 students in grades k-5 that will also be impacted by this project. while the focus of the project is secondary education innovations, the district is small enough that all system shifts will impact the entire district. in addition, as the district rolls out personalized professional learning opportunities for faculty, all staff k-12 will participate in these trainings - thus changing practices for all 3600 students in the district.

5. lead applicant primary contact: - provide the following information:

first and last name of contact for lead applicant

jim sotlar

organizational name of lead applicant

canal winchester local schools

address of lead applicant

100 washington street, canal winchester, ohio 43110

phone number of lead applicant

(614) 837-4533

email address of lead applicant

jsotlar@cwls.us

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, ihe's) 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

by 2020, ohio will need twice as many adults as it currently has with postsecondary credentials to meet workforce demands. in canal winchester's most recent report card, class of 2014 graduates were underprepared for postsecondary success: 75% students needed remediation for college; students earned minimal industry credentials (3%) or early college credits (1%). to compete in the future graduates must have significantly deeper and more personalized learning that integrates academics, 21st century skills (creativity, communication, collaboration, critical thinking) and meaningful/engaging experiences exposing and preparing them for college and career. this requires a huge shift in the culture and structure of both the middle and high school. learning can not be limited to the traditional school day, walls and systems. students need flexibility in path, place, person and pace of learning, powered by a culture of innovation across the school, district and community.

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

canal winchester local schools (cwls) in partnership with envisionedplus (EEP), ESC of central ohio, presidio and otterbein university, is on a journey to re-envision education bringing the district mission "empower all students for success" to reality. pathways to possibilities
was created by CWLS faculty and administration to expand learning beyond traditional school hours and locales. Our students must experience school in a new way if we want them to fully engage as thinkers and innovators. Schedules must be different for teachers and students. Learning supports must be easily accessible. Youth must be directly and deeply linked to mentors from businesses and the community, guiding them toward future success. Guided by EEP’s Four Tenets for Re-envisioning Education, CWLS and partners will:

Redesign 6-12 instructional model using STEM (strategies that engage minds) pedagogy so all students learn to think and innovate. Collaboration Design Lab, Blended Instructional Design and 21st Century Curriculum Design workshops will build an extensive local capacity to create lessons, units and courses that engage hearts, minds and the larger community. CWLS will integrate design thinking and 21st Century practices within student blended learning experiences and adult professional learning to model pedagogy that is expected in all classrooms. Personalize learning supports to meet student’s needs by: creating during/after school programs and supports building social emotional skills through lens of the whole child; using Naviance 6-12 to implement personalized learning plans for all learners; internet access for 6-12 families in need so all students can access learning anytime and anywhere; staff PD 6-12 to engage and support learning for at-risk or trauma impacted youth. Redesign 6-12 systems to personalize learning for students and staff by: visiting high-performing innovative schools to deeply understand critical instructional and operational shifts; engaging faculty as system designers to re-envision MS/HS instructional and operating systems becoming Ohio’s first K-12 STEM for All district; creating flexible schedules with technology-enabled learning for teachers and students; training faculty to expand Canvas (LMS) use to design new courses, lessons and units allowing flexibility in person, place, path and pace of learning aligned to college/career plans; and increasing access to MS college/career experiences and HS pathways aligned to student interest and in-demand careers to expand postsecondary credit or credentials earned. Deeply engage community to co-design non-traditional experiences for 6-12 students expanding college and career exposure. Partner with Presidio to create student-led tech support team to handle general tech support in schools and teach staff and families how to use tech tools. Increase depth/breadth of authentic, beyond the walls learning (mentoring, job shadow, internship, capstone). Increase community engagement in designing/implementing PBL projects. Pathways to Possibilities is guided by CWLS board-approved mission and driven by CWLS faculty. It offers Ohio a replicable model embedding research, future trends and best practices in education, business and nonprofit including: Council of Chief State School Officers’ Next Generation Learning Design Principles; Daniel Pink’s motivation research; Suzie Boss’ Bringing Innovation to School; UCLA Center for Mental Health in Schools’ Comprehensive System of Learning Supports and The Learning Accelerators’ work on bringing blended learning to scale. This $702,808 investment will allow over 2300 CWLS students and teachers to no longer move through classes guided by bells and limited by resources at hand, but instead grow in all directions as a learning community with endless possibilities. CWLS will have $118,638 total in sustainable costs, reduce costs by $118,638 through reallocation & direct cost-savings by 2022; sustainable without additional income.

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 process. - (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.

  **Goal 1:** Every middle and high school student will learn to think and innovate. **Goal 2:** Every middle and high school student will have access to a comprehensive system of learning supports personalized to meet their academic and social/emotional needs. **Goal 3:** CWLS will re-envision educational systems to personalize learning opportunities for all children. **Goal 4:** CWLS will forge mutually beneficial partnerships with families, higher education, industry and the community at large to ensure all children are prepared for success so they can thrive in school and beyond.

  - **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.

    - EEP identified Four Tenets for Re-envisioning Education (2014): Every child will learn to think and innovate; Every child will have access to a comprehensive system of learning supports personalized to meet their needs; Educational systems will optimize learning opportunities for all children; PK-16 Education, industry and community systems will forge mutually beneficial partnerships so all youth thrive in school and beyond. - STEM is more than the sum of the parts - Science, Technology, Engineering and Math. North Carolina Science, Math, and Technology Education Center and Battelle Education report a better definition is “Strategies That Engage the Mind.” Learning experiences must support students in being innovative and thoughtful, and teachers must be trained to deliver such integrated strategies. CWLS youth will be independent, thoughtful learners on personal pathways with great possibilities.

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

    Since 2014, CWLS has been partnering with ESC of Central Ohio and EEP to design and implement innovations embedding “Strategies that Engage Schools” and creating instructional and organizational systems moving toward more disruptive innovations to better meet students' needs. Key process outcomes include: 100% K-12 teachers/administrators are trained in Project Based Learning and all teachers complete at least 2 PBL projects per year. District is scaling 1:1 device over 3 years using local funds. Faculty created a district-wide design cycle for problem solving which is applied to playground problems, classroom PBL projects, content based challenges, and to the resolution of student conflicts. EEP supported district in strategically implementing PBL and STEM pedagogy preparing staff to use design thinking in every class. Our mission is now aligned with innovative practices, and we are striving to become Ohio’s first K-12 STEM for All district. Innovative Learning Zones where students can be tinkers, makers, inventors and designers have been developed in 2 of 4 buildings. Canvas was recently purchased and will create new opportunities for staff to effectively integrate a blended instructional approach. MS/HS curriculum, resource and schedule changes are creating new ways for all students to intentionally build college and career readiness skills. MS will offer Project Lead the Way engineering and medical detectives programs and a new Career Connections course so students have more in-depth instruction and hands on experiences related to college and careers. MS/HS students will begin using Naviance next year for postsecondary career planning. MS academic and social emotional needs
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

Goal 1: administrative walkthroughs, performance-based assessment of PBLs, teacher survey on autonomy to create and innovate; student engagement surveys Goal 2: depth and breadth of learning supports by building; depth and breadth of new courses or opportunities for non-traditional teaching/learning experiences; personalized learning plans in place using Naviance

Goal 4: database on partnerships; student participation in beyond walls learning; student participation in workplace learning; community engagement surveys Fiscal reporting to include: spending reductions through cost savings and reallocation; sustainable costs.

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

Core Innovation Leadership Teams consists of faculty and staff and will be facilitated by Curriculum Director and Project Manager with support from EnvisionEdPlus. The teams will review relevant data monthly as available. Annual staff PD surveys and student engagement/personalized learning surveys will include questions that can help identify where recalibration is necessary or options may need to be expanded. A baseline will be established in fall 2016 and target percentages will then be calculated for each year of the grant period. Adjustments to training and support will be determined annually if targets are missed. EnvisionEdPlus will provide quarterly reports on project progress & suggestions for improvement. Core Innovation Leadership Teams will provide updates to community and board of education two times a year to communicate both the successes and barriers to the program. CWLS is contracting with EnvisionEdPlus to provide evaluation services at $46,844 which is 7.5% of project budget. This amount is a great value and below industry standard (10%). EnvisionEdPlus will monitor and report on fidelity of implementation, student achievement outcomes and cost savings. This support will provide additional value because EnvisionEdPlus will be able to recommend mid-course adjustments to improve results as 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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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

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 collaborative instructional skills, indicating a change in the classroom

1. 100% Teachers implement differentiated formative instructional practices to personalize learning -100% MS/HS students demonstrate increased 21st century skills -Annually, MS/HS teachers and administrators report increased teacher autonomy to create and innovate learning opportunities 2: -Annually, students/staff report increased access to learning supports to address student/family needs -Annually increase courses or opportunities for non-traditional teaching/learning -By Fall 2016, all MS/HS students have personalized learning plans guiding learning 3: -Redesign MS/HS systems to personalize learning and create college/career pathways with work -place learning -Annually, MS/HS faculty report personalized PD increased their ability to personalize student learning -Annually. MS/HS students report increased choice in path, place, person and pace for learning 4: -Systems in place to monitor and showcase increased in depth and breadth of school-community partners

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

Core Innovation Leadership Teams will monitor and report on fidelity of implementation, student achievement outcomes and cost savings. This support will provide additional value because EnvisionEdPlus will be able to recommend mid-course adjustments to improve results as needed.

Racial principles create leadership positions that allow capable and willing teachers to work in a more focused leadership capacity (Loeser, 2008, p. 3). CW leadership released 20 staff members (administration, teachers, technology specialists) for several days during the design process - not to simply submit this application but to truly design infrastructure for change. As part of this work, the approach, outcomes and timeline described herein were created by this team with the sole focus of moving the district forward in its mission of empowering all students for success"
### 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?  
Example: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight. |
| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature. |
| iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.  
Note: this is the preferred indicator for this goal. |
| v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.  
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting. |
| vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized? |

### d. Implementing a shared services delivery model

| i. List the desired outcomes.  
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc. |
|---|
| ii. What assumptions must be true for this outcome to be realized?  
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies. |
| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature. |
| iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.  
These should be measurable changes, not the accomplishment of tasks.  
Example: consolidation of transportation services between two districts. |
| v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.  
Example: change in the number of school buses or miles travelled. |
| vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized? |

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

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

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.

702,808.00 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.

Salary: A total of $141,056.61: Substitute teachers $37,200 (only budget year of grant), Project Manager $52,916.61 (budget year of grant, sustainable in year 2), Bus Drivers $840 (one time grant cost-sustainable cost after 6/2017), Teacher Stipends $50,100 (only budget year of grant except after school program-sustainable for remainder of grant); Benefits: All costs correspond with the grant year based on the salaries for a total of $36,516.55: for Substitute teachers $5,859, Project Manager $22,647.99, Bus Drivers $132.30, Teacher Stipends $7,877.26; Purchase Services: A total of $427,560.49: for professional development services Otterbein University $43,627 (3 year contract allowable per guidance of the grant 2017-2019), professional development services Envision Ed Plus $159,000 (3 year contract allowable per guidance of the grant 2017-2019), professional development services ESC of Central Ohio $53,982.50 (4 year contract allowable per grant 2017-2020), Kajeet Smartspot wireless data bundles $18,330.35 (30 month contract allowable per grant, sustainable in final years of grant), Labor for Tech Support Room at HS and MS $19,000, professional development tracking system $20,800, software for Project Lead the Way $3,000, software and training expenses for robotics courses and introduction to engineering design classes $9,650, mileage, air fare and meeting expenses $51,137.50, Project evaluation for the total grant period 7.5% of the grant total for $49,033.14; Supplies: A total of $49,674.70: for Tech Room $2,997, Automation & Robotics $4,500, Engineering Design $6,700, Project Manager $500, After School Program $2,000; Chrome Casts digital media players $4,025, Kajeet Smart Spots with cases $4,249.70; Capital Outlay: A total of $48,000: for Laptops $32,000, Furniture $16,000.

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.

63,193.00 a. Sustainability Year 1
10,265.00 b. Sustainability Year 2
12,914.00 c. Sustainability Year 3
14,303.00 d. Sustainability Year 4
17,963.00 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 district will have sustaining costs in each year for the grant. The first year of the grant the district will utilize the project manager to provide guidance to the staff in the year after implementation for only 50% of her annual salary $33,635.26 and benefits of $15,358.15. The district will need to have substitutes cover classes for staff that are attending professional development in FY18 salary of $3700 and benefits of $582.75, FY19 salary of $300 and benefits of $47.25, FY21 salary of $1200 and benefits of $189 and FY22 salary of $1200 and benefits of $189. Substitutes will not be needed in FY20 due to the way in which the professional development will be delivered for the staff. The After School Program intervention will have annual sustaining costs during each year of the grant for teaching staff and transportation staff for salaries of $6840 and benefits of $1077.30. The program will also need to sustain the supplies each year of the grant for $2000. The Kajeet broadband will be sustained in FY20-FY22 for $2,997 each year. The My Learning Plan for mapping the professional development classes will need to be sustained only in the last year of the grant.

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 is not any cost savings from the grant for the districts five year forecast.

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 district will reallocate the salary for program manager from the current salary that is being paid from general fund. The district will absorb her current duties with other administrators and will not add any staff to the district while she is the program manager. This will allow the $33,635 in salary and $15,358 in benefits to pay for her position. The remainder of the funds to cover the sustaining costs will come from the reallocation of professional development funds that are currently in the districts five year forecast and will not be used with the new programs offered from the grant. Each year the district increased the amount of professional development dollars but will not need to with the grant. The amount of professional development sustaining for each year is FY18 $14,200; FY19 $10,265; FY20 $12,914; FY21 $14,303 and FY22 $17,963. These reallocations will also be enough to cover the sustaining costs of the after school program.

**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 Team Key Personnel information by clicking the link below:

Add Implementation Team

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

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

21. Planning

a. Date Range
   January 2016 - June 2017

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

**January 2016-April 2016: Project Planning Team (faculty/admin) released for planning; partnership development plan curriculum changes, engage 6-12 staff in reviewing/approving plans; Upon award: media notification and district communications; board approvals/contracts signed; schedule fall staff meetings district-wide to communicate plan including activities, benchmarks and timeline for transforming the learning experiences for students at CWLS; leadership team designated; weekly project meetings with key staff and partners during planning period to ensure all processes are in place for implementation; By 8/31/2016: professional development plans complete for 2016-2017; PD design begins and continues through project; draft project communication plans; finalize timeline/scope of work; finalize technology purchase plans; finalize technical assistance schedules; communicate planning and implementation schedule; finalize evaluation processes and progress monitoring database; submit final evaluation plan to ODE; request proposals for furnishing purchase; 9/16 - 6/17: Re-envisioning process to plan new systems; create community engagement events; recruit additional partners; MS planning to address social/emotional needs and create new programs during and after school program to support children; By 9/30/16: Benchmarks to demonstrate success: approved contracts: grant agreement with ODE, contracts with ESCCO, Otterbein, EEP, teacher stipend agreements; technology purchase agreements Completed plans and documents: PD and technical assistance, evaluation, implementation schedule, communications Ongoing: Meeting minutes; planning teams Ongoing: Communications: press releases, district communications, board reports**

22. Implementation(grant funded start-up activities)

a. Date Range
   August 2016 - August 2022

b. Scope of activities - include all specific completion benchmarks

**8/31/2016: All staff PBL trained, Collaboration Design Studios scheduled By 12/31/16: community partners in place, community engagement meeting 1, begin College and Career Planning Night events; MS/HS redesign training and planning begins; roll out personalized PD; continue Collaboration Design Studios; technology ordered; Leadership team monthly meetings 06/01/17: Initial tech training complete (Naviance, Canvas, devices etc); District-wide calibration of grading and assessment practices begins; implementation plan for each building’s redesign complete; 1st round of scheduling practices ready for pilot or implementation; student train families to use tech tools; family engagement activities; community engagement meetings continue; student tech support begins; draft of performance based assessment model; recruit/capstone host sites for 2017-18 implementation; MS after school program established. Annually through project:**
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 MS/HS student experience will be much more personalized with deeper preparation for college and career readiness including job shadowing, internships, and capstones. Teaching and learning will shift to a more blended, student-centered style including collaboration, critical thinking, communication, and creativity throughout the school experience. Grading practices will be aligned so that there is increased consistency across grades promoting deeper teacher, student and family understanding. Increased technology access will provide more flexible opportunities for teachers to design varied learning experiences. Organizational Changes: Scheduling of the school day will be approached differently and designed to allow flexibility for timing and development of additional courses, learning opportunities, and trainings for parents/staff members/students. Students will explore personalized learning and career paths with the guidance of families and teachers. A career connections class, with use of Naviance tools, will develop personal learning pathways for students and will travel with the student throughout their CWLS educational career. The current school culture is a conventional education philosophy. A cultural school change to a progressive philosophy where the role of teacher will be more of a facilitator/mentor and the student will be more responsible for their learning will benefit all students. Interdependent system of change significantly greater student ownership in learning will allow for classroom practice to be expanded through technology as a learning tool, 21st century skills implementation, the use of a learning management system, and independent student choice. Collaboration across the district boundaries will be more frequent and allow for teacher collaboration and planning. Changes to the typical work day might look very different from one staff member to another given content standards and parameters.

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:

EnvisionEdPlus will engage Vaulted Foundations as the third-party evaluator for this initiative. Name: Angela Heflin Contact information: angela@vaultedonline.com (734) 635-2814 Address: 4631 Cherry Blossom Ln Ypsilanti, MI 48197-6128

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,
A mixed-methods approach will be used with qualitative and quantitative data from multiple sources/stakeholder groups to provide representative, objective and empirical evidence about overall effectiveness and to identify best practices for local/statewide dissemination. Primary research questions: Does project meet stated funding goal and identified outcomes (e.g. improved student achievement, reduction in cost, more dollars in the classroom)? Is grantee able to demonstrate successful sustainability through reduction/reallocation of other resources? Does project present promise of replication to widely impact education across the state? Qualitative: Collect/analyze documentation data, including application responses and implementation materials with impact on achievement of stated funding and achievement goals; Development (as applicable) of quantitative instruments, such as surveys of key stakeholders; Data collection: including surveys (parent), student achievement, fiscal, other outcomes; Determine how qualitative/quantitative data is used to impact achievement to meet grant requirements and achieve funding goals; Outcome data meta-analysis Qualitative: Collect/analyze documentation data, including application responses and implementation materials with impact on achievement of stated funding and achievement goals; Qualitative analysis of grantee's activities and achievement of stated Straight A goals; Development and/or identification of qualitative instruments, such as interview/focus group protocols for sampled district/school staff; Conduct site visits, interviews, focus groups and observations; Analyses of implementation data Methods/process/data collection/analysis: Data collection and analysis plans will be finalized during during planning in consultation with project leadership and modified to include evaluation measures as required by ODE. Vaulted will document activities and findings in annual evaluation reports and communicate assessment results to inform mid-project reviews and adjustments. Implementation evaluation will assess whether project is conducted as planned and in scientifically rigorous manner. Timeline: Evaluation Plan submitted to ODE by 10/2016. Quarterly evaluation reports (process/outcomes) through 9/30/2017. Twice per year 2017 - 2022 (outcomes only). Report includes required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022. Major tasks/deliverables identified will be completed within grant window in alignment with ODE. Bi-annual reviews : a) adherence to implementation timeline; b) adherence to research design, noting significant deviations from proposal in terms of participants, assessments and design; and c) adequacy of key measures, materials, and administration protocols. Formative evaluation: a) extent to which project produced expected deliverables; b) external review of quality of deliverables, c) focus group feedback from implementers; d) extent to which research/evaluation results are reflected in sustainability period. Summative evaluation: innovation impact through a) audit of research/findings by grantee, b) independent analysis of assessment data over duration, c) independent collection of student survey data assessing attitudes toward areas/content identified, and outcomes identified, and d) stakeholder interviews. Process final analysis of progress, success or shortfall: Achievement change, cost reduction/sustainability will be analyzed during the evaluation. The final analysis of progress will include the following: Purpose, Description of Project, Participants, Evaluation Method, Evaluation Design, Data Collection Procedures, Measures, Evaluation Findings (w/Research Questions), Limitations of Design/Procedures, Conclusions. Sharing lessons learned: Evaluator will support presentation of findings by district in conferences, through social media and other publications such as white papers, blogs as applicable.

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.

Any Ohio school or district can implement Tenets for Re-envisioning Education because it is allows achievable instructional shifts and operational practices that are evident by improving academics and reducing ongoing costs. Our partners, EEP, ESC of Central Ohio and Otterbein University have the capacity to support others through similar change. However, to ensure success, a school would need to follow our lead, buy into the idea of thinking big, starting small and scaling fast. Schools must be willing to continually reexamine the teaching and learning experiences to increase student achievement and empower all students so they gain the tools to be college and career ready so they can thrive in our ever-changing world. Meaningful, cohesive professional development has provided our district the opportunity to move forward with full-scale system redesign plans. Schools should plan for deep PD and system work that will last 3-5 years before it is fully-scaled and sustainable internally. Since beginning our innovations, CWLS has hosted dozens of K-5 visits to see PBL and Innovative Learning Zones in action. Ohio STEM Learning Network and Battelle Education have identified us a district to watch and are both very supportive to our efforts to grow STEM for all. Our team presented at Ohio School Board Association 2015 Capital Conference sharing lessons learned. There have also been several blogs and articles written about our project and student learning. Given our past success, expansion to grades 6-12 will provide other districts an opportunity to see our comprehensive K-12 STEM program as we share our work via conferences, PD opportunities, professional organizations and hosting visits from even more schools, businesses and nonprofits. EEP will deepen state and national outreach on our behalf, sharing our story via blogs, articles and networking with new partners in Ohio and beyond.

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).

Jim Sotlar, Superintendent, agrees to abide by all program requirements listed in the Straight A Assurances document.
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>Reed</td>
<td>614-445-3750</td>
<td><a href="mailto:tom.reed@fcesc.org">tom.reed@fcesc.org</a></td>
<td>ESC of Central Ohio</td>
<td>046938</td>
<td>2080 Citygate Drive, Columbus, OH, 43219</td>
<td></td>
</tr>
<tr>
<td>Tom</td>
<td>Montes</td>
<td>614-831-1207</td>
<td><a href="mailto:tmontes@presidio.com">tmontes@presidio.com</a></td>
<td>Presidio</td>
<td></td>
<td>5025 Bradenton Avenue, Suite B., Dublin, Ohio, 43107</td>
<td></td>
</tr>
<tr>
<td>Michele</td>
<td>Timmons</td>
<td>614-893-7341</td>
<td><a href="mailto:michele@envisionedplus.com">michele@envisionedplus.com</a></td>
<td>EnvisionEdPlus</td>
<td></td>
<td>1352 Shelby Circle, , Reynoldsburg, Ohio, 43068</td>
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<tr>
<td>Kristin</td>
<td>Bourdage</td>
<td>614-823-1114</td>
<td><a href="mailto:kreninger@otterbein.edu">kreninger@otterbein.edu</a></td>
<td>Otterbein University</td>
<td></td>
<td>1 South Grove Street, 437 Roush Hall, Westerville, Ohio, 43081</td>
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<tr>
<td>First Name</td>
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<td>Title</td>
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<tr>
<td>Tori</td>
<td>Begeny</td>
<td>6th Grade Math Teacher &amp; Team Leader</td>
<td>Faculty representative on Project Implementation Team. Participate in PD' communicate and lead faculty in system redesign; MS STEM redesign team</td>
<td>Middle Childhood (Math and Social Studies) Licensure, Resident Educator Mentor, Staff STEM Development Team for District Team on STEM Initiatives, Rigor and Relevance training, 14 years middle childhood teaching experience</td>
<td>Experience in the STEM philosophy has included- Problem Based Learning training, attendance in STEM based professional development, presenter in several professional development session through the CWLS and the Central Ohio ESC, and educator on a STEM-based teaching team.</td>
<td>Ohio University Bachelor's in Education Middle Childhood Math and Social Studies, Marygrove University Master's in Education</td>
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<tr>
<td>Patricia</td>
<td>Mariscal</td>
<td>Grade 8 Science Educator, PLW Instructor</td>
<td>Faculty representative on Project Implementation Team. Participate in PD' communicate and lead faculty in system redesign; MS STEM redesign team</td>
<td>Staff STEM development team for district instruction on STEM initiatives (rigor and relevance, PBL training for staff, 4Cs, etc.) PTLW instructor training and middle school facilitator, building administrative team, LMS (Canvas) training, attended several week long STEM based programs through Wright Patterson Air Force Program, Masters in Curriculum and Instruction with Technology Focus,</td>
<td>Experience in the STEM philosophy includes Problem Based Learning training, attendance in STEM based professional development, presenter for several years in professional development sessions through CWLS district and staff training team member for professional development ,Project Lead The Way instructor</td>
<td>BA in Science, Reading and Language Arts 4-9 Masters in Curriculum and Instruction with Technology Focus</td>
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<tr>
<td>Kelly</td>
<td>Zywczyk</td>
<td>Principal Canal Winchester Middle School</td>
<td>MS leadership representative on Project Implementation Team. Participate in PD; lead faculty through implementation and</td>
<td>Licensure-Administration, administrator for 5 years, Teaching experience in English</td>
<td>Member of the Innovative Leader Institute of Ohio, OAESA Advocacy Representative, building value added leader, District Race</td>
<td>MA- Educational Leadership and MA-Literacy</td>
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<tr>
<td>Name</td>
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<tr>
<td>John-Paul</td>
<td>Technology Coordinator</td>
<td>18 years of teaching; Licensure: Elementary Education 1-8, Administrative Specialist (Curriculum, Instruction, Professional Development). Google Educator certified, FIP Instructor, Vocational Middle School Certified, Computer Technology instructor.</td>
<td>STEM Committee, Technology Integration Committee, PBL Training, FIP Instructor, Rigor &amp; Relevance Training, Race to the Top committee member, Union Co-President</td>
<td>B.S. Elementary Education with Math focus: M.A. Curriculum, Instruction and Professional Development with Instructional Technology focus.</td>
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<tr>
<td>Lori</td>
<td>High School Assistant Principal</td>
<td>21 years in education; licensure in Administration, Instructional Coach for 5 years, English teacher, PBL trained</td>
<td>Former Instructional Coach, PBL trainer, former District Test Coordinator</td>
<td>Urban Principal Certification, Masters Degree in Curriculum and Instruction, Bachelor Degree in Secondary Education, English</td>
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<tr>
<td>Seth</td>
<td>Teacher</td>
<td>8 years in education; licensure in Secondary English Education, National Board Certified, English teacher, PBL trained, Skillful Teacher trained</td>
<td>Former department chair, 1 year member of district STEM-implementation initiative, Skilful Teacher</td>
<td>Bachelor Degree in Secondary Education English</td>
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<tr>
<td>Becky</td>
<td>Middle School Counselor</td>
<td>10 years in education; licensures in Secondary English Education, reading Endorsement, and K-12 School Counseling; 1 year as a High School English teacher in</td>
<td>Familiarity with community resources for partnerships</td>
<td>Bachelor Degree in Secondary Education English (Asbury University), Master's degree in School Counseling &amp; pupil services (University of Day)</td>
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<tr>
<td>Mickey Bumpus</td>
<td>Technology Integration Specialist</td>
<td>Manage project oversight and partnership development, ensure project aligns with school/district’s overall mission and improvement plans; manage project budget. Project Manager will work closely with Curriculum Director to ensure all project outcomes are completed on time and within budget. Facilitate Project Leadership Team. These meetings will focus on monitoring progress and reporting outcomes. Coordinate and manage relationships with identified and new partners to provide new opportunities. Act as budget manager to ensure fiscal expenditures occur on time and within budget. Work with treasurer to revise budget as needed, complete fiscal reporting and communicate expenditures to Board and will ensure district and partners adhere to Assurances.</td>
<td>18 years experience in education; 12 years in classroom; 5 as Technology Integration Specialist, 1 as Grant Manager. Prior grant administration with Dallas County, Texas &amp; Columbus Ohio Recreation &amp; Parks. Member Battelle - Innovative Leaders Institute</td>
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</tbody>
</table>
| Jim Still-Still | Still-Light Seminars/EnvisionEdPlus | provide embedded professional development and supports to address non-academic needs with focus on middle level learners | 30 years experience working with troubled, at risk youth. He has been an outpatient counselor at Six}

Fayette County Schools (KY), 2 years as a curriculum writer for Eschool consultants, 4 years as a reading interventionist in Columbus City Schools, 3 years as a counselor at Canal Winchester Middle School.

Fayette County Schools (KY), 2 years as a curriculum writer for Eschool consultants, 4 years as a reading interventionist in Columbus City Schools, 3 years as a counselor at Canal Winchester Middle School.
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<tr>
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<th>Title</th>
<th>Experience/Qualifications</th>
<th>Education/Additional Information</th>
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<tbody>
<tr>
<td>Cyndi</td>
<td>Toledo</td>
<td>Director of Curriculum and Instruction</td>
<td>District level oversight of project. Supervise Project Manager. Work with building administration and teachers in the curriculum changes embedded in the grant. Create partnerships between CWLS and businesses/ Higher Education. 15 years in education, former elementary teacher, assistant principal, principal. Currently Director of Curriculum and Instruction, oversee Resident Educator program, ELL and Gifted services. Trained in PBL, Ventures, OTES, OPES, FIP Participated in writing the funded Canal Winchester Straight A R2 grant on Innovative Learning Zones project to redesign systems and implement K-5 innovative practices. Worked with the schools in the CW district on the move towards the district initiative, PBL. Responsible for purchasing and implementation of curriculum for the district.</td>
<td></td>
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<tr>
<td>Michele</td>
<td>Timmons</td>
<td>President, EnvisionEdPlus</td>
<td>Facilitate system redesign process with district (community engagement, instructional and operational redesign at HS/MS, provide embedded professional development (creating content in Canvas, collaboration design labs, grading practices, capstones/internships, non-academic barriers) and advise/support District Core Innovation Team; Oversee evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in 25 years as educational professional and consultant; experienced school leader and highly recognized educational innovator. Support Canal Winchester in successful Straight A R2 Innovative Learning Zones project to redesign systems and implement K-5 innovative practices. Lead ongoing PD in Kenton and other districts in Ohio. Provide training and support to Hardin Co Chamber Business Alliance on their Community Connector grant. 2 years as Coach/Business Development Manager for KnowledgeWorks Foundation, EDWorks division.</td>
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</table>

County In, a community mental health center; is founder of Still Light Seminars LLC a motivational training company; he makes about 100 presentations a year with focus on mental health and care of children and adolescents and has written several books and articles. Bridges Quick and easy activities for change which is used in schools and mental health centers across Ohio and around the country.

Bachelor degree in Human Ecology-OSU, Masters Degree in Curriculum and Instruction- Ashland University, Superintendent License- OSU

Bachelor of Science in Education-The Ohio State University; MA-Ed Policy/Leadership
identifying and operationalizing variables related to project outcomes and establishes systematized processes for monitoring and evaluating project deliverables.

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<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
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<th>Institutions/Projects</th>
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<tbody>
<tr>
<td>Craig Lautenschleger</td>
<td>Vice President - EnvisionEdPlus</td>
<td>17 years as an educational professional and consultant; experienced school leader and a highly recognized educational innovator</td>
<td>Professional Development professional working in Canal Winchester, Kenton City Schools, Par Excellence Academy; curriculum design as teacher, leader and consultant M.Ed in Elementary Education and BA in Communication - The Ohio State University</td>
</tr>
<tr>
<td>Kirk Henderson</td>
<td>High School Principal</td>
<td>Administrator for 14 years, Intervention Specialist for 9 years, PBL trained, FIP facilitator, Baldridge trained, Curriculum planning and development, Straight A Grant writing committee, STEM committee, partnered with CSCC to implement dual enrollment courses, working on creating new courses with ODU</td>
<td>Bachelor of Science Degree from Ohio State University, Masters in Administration from Ashland University</td>
</tr>
<tr>
<td>Deborah Finck</td>
<td>Assistant Director of Curriculum and Instruction</td>
<td>District leadership representative on Project Implementation Team. Participate in PD; collaborate with Curriculum Director and partners to lead faculty through implementation and planning; guide implementation of district and building level changes with fidelity; member district leadership team</td>
<td>Coordinator of Teacher Incentive Fund grant from USDOE, Collaborated with LEA and administration in creating initial model for TIF grant which received approval from ODE and USDOE, A Lead for Category 3 of TIF Grant which identifies district professional development needs in the area of Formative Instruction and Student Learning Objectives (SLOs), Liaison for Ohio Appalachian Collaborative, MA- Language, Literacy and Culture, Education Leadership Licensure Program, BS- Middle School Education</td>
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<tr>
<td>Barbara</td>
<td>7th Grade Science Teacher</td>
<td>Certified Elementary 1-8, 16 years teaching experience grades 1-7 in various districts, worked as district's first Technology Specialist 1999-2002 in Reynoldsburg Local Schools, participated in PBL training; district resident and parent of 3 Canal Winchester students; currently teaching 7th grade science at Canal Winchester Middle School</td>
<td>Faculty representative on Project Planning and Implementation Team. Participate in PD communicate and lead faculty in system redesign; MS STEM redesign team. Developed, piloted, and taught Multi-age program in Reynoldsburg City Schools: 1995-1999</td>
</tr>
<tr>
<td>Amy</td>
<td>Teacher</td>
<td>20 years teaching experience in 3 different districts, currently teaching Family &amp; Consumer Science at Canal Winchester High School</td>
<td>Faculty representative on Project Planning and Implementation Team. Participate in PD communicate and lead faculty in system redesign; HS STEM redesign team. PBL trained, FIP trained, Participant in Rigor and Relevance professional development, Technology Integration Committee, STEM Scheduling Committee</td>
</tr>
<tr>
<td>Todd</td>
<td>Teacher</td>
<td>7 years in education; licensure in Integrated Social Studies (Gr. 7-12), PBL Trained; Teacher of multiple subjects in Social Studies including: United States History, Honors United States History, African American History, World History, Economics, and</td>
<td>HS Administration representative on Project Planning and Implementation Team. Participate in PD communicate and lead faculty in system redesign; HS STEM redesign team. PBL Trained, Participant in 4Cs Professional Development at Otterbein University</td>
</tr>
</tbody>
</table>

**Notes:**
- B.S. Education from Miami University 1991
- BA Ohio State University F&CS, MA Wright State University, Teacher Leader, Intervention Specialist, Miami University
- Master of Education: Integrated Social Studies, Bachelor of Arts: History
| Kristin Bourdage | Associate Professor and Director of Graduate Programs - Otterbein University | Oversees Otterbein University instructors who will be conducting 21st C. Skills, "4Cs," professional development; lead professional development instructor of 21st C. Skills and "4Cs" professional development; co-designer and facilitator of 21st C. Skills, "4Cs," teacher leader professional development in years 3-5 of the project | Instructor of graduate-level literacy courses, specializing in comprehension, instructional coaching, and adolescent literacy, served as a professional development consultant, curriculum designer, and instructional coach on three, large federally-funded (Institute of Education Sciences) grant projects among several other, smaller professional development projects - designed professional development programs, instructional coaching protocols, and other PD experiences, professional development institutes for teachers in differentiation and 21st C. skills and the 4Cs, educator for 23 years in elementary and middle schools. | During the 2014-2015 school year, Kristin and her team from Otterbein collaborated with the ESC of Central Ohio and another large school district to design a unique and robust three-day 21st Century Skills professional development institute, focused on the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) and application of 4Cs integration across the curriculum. This Institute has been popular with teachers in Central Ohio, reaching over 100 teachers in just one year of offering the institute. |
| Angela Heflin | External Evaluator - Vaulted Foundations | Provide external evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in identifying and operationalizing variables related to project outcomes and establishes systematized processes for | 18 years in Education as a Teacher, Administrator, CAO, Research and Evaluation Team Member for State and Federal Grants | Data Analyst, District Assessment Coordinator, State and Federal Peer Reviewer for Education Grants, Reviewer for State Submitted DOE Education Grants for New Schools/New Programs, New School and Educational Program |

**Kristin Bourdage**
Associate Professor and Director of Graduate Programs - Otterbein University

Oversees Otterbein University instructors who will be conducting 21st C. Skills, "4Cs," professional development; lead professional development instructor of 21st C. Skills and "4Cs" professional development; co-designer and facilitator of 21st C. Skills, "4Cs," teacher leader professional development in years 3-5 of the project.

Instructor of graduate-level literacy courses, specializing in comprehension, instructional coaching, and adolescent literacy, served as a professional development consultant, curriculum designer, and instructional coach on three, large federally-funded (Institute of Education Sciences) grant projects among several other, smaller professional development projects - designed professional development programs, instructional coaching protocols, and other PD experiences, professional development institutes for teachers in differentiation and 21st C. skills and the 4Cs, educator for 23 years in elementary and middle schools.

During the 2014-2015 school year, Kristin and her team from Otterbein collaborated with the ESC of Central Ohio and another large school district to design a unique and robust three-day 21st Century Skills professional development institute, focused on the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) and application of 4Cs integration across the curriculum. This Institute has been popular with teachers in Central Ohio, reaching over 100 teachers in just one year of offering the institute.

**Angela Heflin**
External Evaluator - Vaulted Foundations

Provide external evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in identifying and operationalizing variables related to project outcomes and establishes systematized processes for.

18 years in Education as a Teacher, Administrator, CAO, Research and Evaluation Team Member for State and Federal Grants.

Data Analyst, District Assessment Coordinator, State and Federal Peer Reviewer for Education Grants, Reviewer for State Submitted DOE Education Grants for New Schools/New Programs, New School and Educational Program.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Experience/Role</th>
<th>Education/Training</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>William</td>
<td>Whitlatch, Director of Assessment and Data</td>
<td>Assessment/Data representative on Project Implementation Team. Participate in PD; provide access to data to support learning and implementation needs; implement district level changes with fidelity</td>
<td>Teacher, Assistant Principal, Principal, Director, ELL Coordinator, Resident Educator, Facilitator, Assessment Coordinator, Race to the Top Area D (Growth) team member, credentialed OTES/OPES evaluator, Third Grade Reading Guarantee Coordinator, 24 years of experience</td>
<td>Participated in previous Straight A Grant Initiatives, part of district wide PBL training initiative, assisted with the development of local SGM procedures and expectations, responsible for K-8 roll out of NWEA instructional resource, collaboratively wrote and received Race to the Top mini-grant for value-add teacher data, district Data Analysis, Formative Instructional Practice (FIP) trained</td>
</tr>
<tr>
<td>Kevin</td>
<td>Barhorst, Teacher</td>
<td>Faculty representative on Project Planning and Implementation Team. Participate in PD communicate and lead faculty in system redesign; HS STEM redesign team</td>
<td>19 years teaching experience in 2 different districts, currently teaching high school math at Canal Winchester High School. Also an adjunct professor at Columbus State Community College</td>
<td>PBL trained, 2 year member of district STEM initiative committee</td>
</tr>
<tr>
<td>Tom</td>
<td>Reed, Educational Service Center of Central Ohio</td>
<td>Oversees ESC staff that will be creating replicable and scalable train-trainer model for MS/HS expansion of blending learning as instructional model. CW teachers/ ESC will create a Canvas PD series that the district can then use without cost as the teachers scale the work in their buildings and district.</td>
<td>Novice G. Fawcett Scholar from 2003 - 2005 at The Ohio State University College of Education's School of Policy and Leadership where he served as a quantitative research assistant for Dr. Wayne Hoy. Dr. Reed applied universally recognized research, statistics, and</td>
<td>Worked extensively with state-funded grants and contracts through 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</td>
</tr>
</tbody>
</table>

**Director of Assessment and Data**

- William Whitlatch
- Experience: Development Expert, Experienced Grant Compliance Manager, Project Manager and Auditor for State and Federal Grants
- Contributions:
  - Participated in previous Straight A Grant Initiatives
  - Assisted with the development of local SGM procedures and expectations
  - Responsible for K-8 roll out of NWEA instructional resource
  - Collaboratively wrote and received Race to the Top mini-grant for value-add teacher data
  - District Data Analysis, Formative Instructional Practice (FIP) trained

**Teacher**

- Kevin Barhorst
- Experience: 19 years teaching experience in 2 different districts, currently teaching high school math at Canal Winchester High School
- Contributions:
  - PBL trained
  - 2 year member of district STEM initiative committee

**Educational Service Center of Central Ohio**

- Tom Reed
- Experience: Oversees ESC staff that will create replicable and scalable train-trainer model for MS/HS expansion of blending learning as instructional model. CW teachers/ ESC will create a Canvas PD series that the district can then use without cost as the teachers scale the work in their buildings and district.
- Contributions:
  - Worked extensively with state-funded grants and contracts through role as Executive Director with the ESC of Central Ohio
  - Served as a local school district superintendent, high school principal, and curriculum director
  - Understands implications of school reform and program implementation at an integrated systems level
  - Dr. Reed is a Strategic PhD, Ed Leadership, Ohio State Univ; MS, Ed Admin, Univ of Dayton; BS, Elem Ed, Ohio St Univ.
| Steven Cvetanovich | Teacher | Faculty representative on Project Planning and Implementation Team. Participate in PD, communicate and lead faculty in system redesign; HS STEM redesign team | 6 years teaching experience in Canal Winchester High School, currently teaching Physics at Canal Winchester High School, and serving as the department chair | PBL trained, 2 year member of district STEM initiative committee, Physics Modeling Trained | BS Education AYA: Integrated Science from The University of Dayton |