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Adjusted Allocation 0.00

Remaining -607,168.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Deeper Learning for Teachers, Leaders & Children (Deeper Learning TLC)

2. Project Tweet: Please limit your responses to 140 characters.
   Using a blended model, Kenton will personalize professional learning for adults to create deeper learning experiences for all KCS children.
   *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>
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<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
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4. Explanation of any additional students to be impacted throughout the life of the project.
   This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

   By nature of the work, all children in KCS will be served each year. KCS offers pre-school services to 24 special ed children and 24 regular ed children every year. The pre-school teachers served through the project will be directly impacting both the special needs children included in direct student count above as well as the regular ed children in their classroom who are not included in the direct student count. KCS also provides the education for 9 special needs children from other Hardin County districts. Those children are not included in the count above but their teachers participate in KCS professional development so these children will be impacted also. On average, 1948 children will be served each year through this project. Auglaize ESC is interested in sharing this work across their member districts, impacting an additional 8500 students.

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

   First and last name of contact for lead applicant
   Jennifer Penczarski

   Organizational name of lead applicant
   Kenton City School District

   Address of lead applicant
   222 W Carrol St, Kenton, OH 43326

   Phone Number of lead applicant
   (419) 673-0775

   Email Address of lead applicant
   penczarskij@kentoncityschools.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

   Kenton City Schools (KCS) is a high poverty urban/rural district in Hardin Co. We serve 1930 students and are consistently focused on continuous improvement, innovative instructional practices and addressing the significant non-academic barriers facing so many of our children. In the last three years, the Board committed $12,254,484 in local funds for technology (1:1 devices gr 3-12, significant tech PK-2), infrastructure and facility investments to address the digital divide impacting our high poverty learners. Yet, we still struggle to make significant gains on Ohio Report Card (PI-C, Gap/ value added-F). To make true gains, students need deeper learning through active inquiry, critical thinking, collaborative problem solving and content mastery which requires significant systemic shifts to embed personalized, competency -based, and technology-rich learning. This cannot happen without re-inventing our human capital systems.

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

   Kenton City Schools will make disruptive-systemic shifts to embed personalized, competency -based, and technology-rich learning for all
teachers, leaders and children to exponentially increase student achievement. 1: Disruptive-Systemic Change: District Leadership Team (DLT - administrators, teachers, board, stakeholders) will redesign operational systems, including building/district calendars & schedules moving toward personalized, competency-based, & technology-rich learning. EnvisionEdPlus will guide DLT to envision, plan, design, reflect, improve and advance system changes. 2: Professional Learning: Test, refine/scale replicable personalized-blended professional development (PD) and collaboration models driving deeper learning. Annually assess teacher, leader and support staff PD needs. All staff master 1-3 PDPlus personalized digital playlists (think music playlists, except for your own professional development needs) through embedded PD. Expand job embedded PD-collaboration time so staff can work together on PDPlus & better align instructional practices to support deeper student learning. Create 3 Deeper Learning Pilots to enhance teacher-leader professional practice. Enhance new principal leadership skills & deeply drive building level change through Schlechty Center Principals Academy. Train KCS staff to sustain pilots/system change. Add XX FTE Literacy and Math Coach to support K-6 teachers in re-designing instruction to increase achievement for econ disadv, at-risk, sped and gifted students PDPlus: PDPlus Playlists, designed by Ohio teachers/leaders, are based on Ohio Standards for the Teaching Profession core skills. Examples: differentiation; design innovative learning activities replicating real life/workplace; positive school/district climate. KCS PD needs assessments will drive PDPlus Playlist design & All staff will create personal 'playlists' 1-3 core skills to master through practice-based action research. 3 core skills = 1 Ashland University grad credit. Pilot 1 Deeper Learning-Blended: 20 teachers/year earn up to 2 grad credits as they scale core skill mastery in one area of need identified through personalized PD plan co-designed with principal. Pilot includes EnvisionEdPlus on-site/virtual coaching and 3-6 PDPlus Core Skills. Pilot 2 Deeper Learning-Digital: 20 teachers/year virtually collaborate to accelerate learning in areas of strength by mastering 6-9 PDPlus core skills at advanced levels or completing PDPlus Master Teacher Microcredential (MTM). MTM prepares teachers to complete Ohio Master Teacher requirements and prepare for portfolio review. (KCS Master Teacher Committee determines designation - MTM is preparation tool.) Up to 3 Ashland credits. Pilot 3 Auglaize Leaders in Mastery (ALM): Auglaize Co ESC will build leadership capacity (3-5 leaders/year). Leaders earn 1 grad credit as they meet quarterly to conduct walkthroughs & develop common understandings of 'what does mastery look like in classroom' to more effectively assess teachers using new instructional practices. DLT input, including Board rep, drove project design and will be instrumental in system design that will maximize buy in & institutionalize change. KCS will create/sustain .75 PD Coordinator to oversee grant activities & communicate with staff, partners/stakeholders. Y1-Y5: PD Coord. will manage data. coordinate DLT input, including Board rep. and PDPlus pilots. KCS will shift instructional practices to embed personalized, competency-based, & technology-rich learning in every room-every day. KCS will redesign systems building a culture of focused collaboration & continued professional growth that is driven by student need - not adult convenience. KCS requests $607,168 will invest $1,226,180 in susatnble costs. KCS is reducing costs with net savings (savings through project & savings by reallocation) $2,063,895 by 2022 so it is sustainably affordable and shows $966,710 savings.

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.

Outcome 1: By June 30, 2022, Kenton City Schools will make disruptive-systemic shifts to embed personalized, competency-based, and technology-rich learning for all teachers, leaders and children exponentially increasing student achievement for underperforming subgroups as measured by Ohio Report Card indicators: Economically disadvantaged achievement gap (Reading 72% to 85%, Math 57% to 85%) Students with disabilities achievement gap (Reading 50% to 75%, Math 29% to 75%) increase overall achievement of gifted students (C to A) Outcome 2: By June 30, 2022, KCS will have built capacity to sustain Deeper Learning TLC locally without additional income. as measured by combination of cost savings within project and re-allocation cost savings as described on FIT. Baseline is October 2015 as per grant requirements.

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

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

By making disruptive-systemic shifts to embed personalized, competency-based, and technology-rich learning KCS can exponentially increasing student achievement. National education think tank, Getting Smart's 2014 white paper "Preparing Teachers for Deeper Learning: Competency-Based Teacher Preparation and Development" identified importance of designing new system for teacher training preparing educators to thrive in environments supportive of Deeper Learning. They encourage organizations to implement 4 design principles for ongoing professional learning 1. some element of teacher control over time, place, path and/or pace; 2. balance between teacher-defined goals, goals as defined by administration through teacher evaluation efforts, and school-district educational goals; 3. job-embedded & meaningful integration into classroom practice; & 4. competency-based progression.

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

According to Dr. Susan Tave Zelman in her 2005 introduction message within the Ohio Standards for Education document "Excellence can be achieved when we have high expectations for ourselves and our students. ... The research is clear: what matters most is the quality of the teacher we put before every student. It is the interaction between teacher and student that is critical to producing high achievement. ...". All PDPlus content (current and future) is designed using Ohio Standards for Educators. PDPlus is based upon Ohio Standards for the Teaching Profession and Ohio Standards for Professional Development. Each core skill/badge uses these standards, elements and indicators. Kenton will be the first district to implement and scale PDPlus across PK-12 continuum so data is not currently available regarding early efforts to test assumptions. However, PDPlus was created by licensed/practicing educators and administrators who are masters of their craft and highly respected among their peers. These educators and administrators are working closely with EnvisionEdPlus to design and test core skill curricula. Kenton has been working closely with EnvisionEdPlus for nearly three years and district staff repeatedly refer to the team as the best professional developers they have had in their careers. Initially, EnvisionEdPlus worked only with a small group of staff to expand district capacity to address non-academic barriers to learning. However, staff buy in has been so significant, the district has begun to partner with EnvisionEdPlus as its primary PD provider. EnvisionEdPlus has been highly successful in supporting innovation in other Ohio districts including Canal Winchester Local Schools' Innovative Learning Zone project (Straight A Round 2) that began shifting teacher practices and district wide systems K-5 and is now replicating the work K-12 without additional funds. Mary Riepenhoff, Auglaize Co ESC, has been tremendous asset to our district evaluating our 21st century grant so
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).

By 6/2017 Annual staff PD surveys complete new schedule/calendars implemented and reviewed OTES evaluations are more consistent after ALM completion improved OTES evaluations admin report increased confidence in assessing teacher mastery increased teacher/staff commitment (CAYCI survey - teacher/staff commitment component) increased student motivation/connectedness (CAYCI surveys academic motivation and school connectedness components) reduced discipline referrals By 6/2022 100% KCS teachers complete at least 1 PDPlus core skill annually PD Plus new core skills created : 10 by 8/2016, 20 by 6/2018, 50 by 6/2022 ALM completion: 7 KCS admin/leaders complete by 6/2018, 85% complete by 6/2022 report of system redesign efforts and impact on sustainability achievement gaps: econ disadv to 85% Reading & Math; spec ed to 75% reading & math increase achievement for gifted students to A combination of cost savings within project and re-allocation cost savings as described on FIT.

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

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

Kenton is embarking on a complete and systematic shift away from traditional human capital design. The design thinking process we use will allow us to view ongoing change as opportunities for further innovation not a "curve ball". It is not that our assumptions are false, but that ongoing iteration is an expectation and we are prepared for it. Kenton is contracting with Auglaize Co ESC to provide evaluation, progress monitoring, and fidelity of implementation services at $50,000 which is industry standard 10% of project budget. This amount is at industry standard (10%).

District Leadership Team (district/building leaders, teacher leaders) will ensure the productive integration of all project activities and institute implementation plan with calendar of regular meetings to keep project on track. They will use a design thinking (iterative) approach to review formative data and troubleshoot challenges as they arise. Application of real-time evaluation data informs a responsive process based on emerging issues that are addressed as implementation proceeds. This strategy provides the District Leadership Team the opportunity to review progress using qualitative and quantitative data to identify real-time course correction essential to success in program goals. They will meet at least monthly during implementation year and quarterly thereafter to continue to review data to make adjustments and course corrections. EnvisionEdPlus will support our Project Coordinator in reviewing progress, adjusting scope of work, timelines and plans for next steps and maximize integration of external partner efforts (twice monthly Y1-3). By then, we anticipate having internal capacity to monitor our own progress. Project Coordinator will regularly talk formally and informally with staff to better understand project impact on staff and students. Administration will also use walkthrough process as a strategy for assessing formative and summative benchmarks.

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.
<table>
<thead>
<tr>
<th>vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?</th>
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<td>c. Utilization of a greater share of resources in the classroom</td>
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| i. List the desired outcomes.  
*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.* |
| ii. What assumptions must be true for this outcome to be realized?  
*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.* |
| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature. |
| iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.  
*Note: this is the preferred indicator for this goal.* |
| v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.  
*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.* |
| vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized? |
| d. Implementing a shared services delivery model |
| i. List the desired outcomes.  
*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.* |
| ii. What assumptions must be true for this outcome to be realized?  
*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.* |
| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature. |
| iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.  
*These should be 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  
| c. Replication - Expansion or new implementation of a previous Straight A Project  
| d. Mixed Concept - Incorporates new and existing elements |
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)

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.

607,168.00 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.

KCS is requesting $607,168 in Straight A Funds Salary; $52,000 (gov/admin) Project Coordinator (.75FTE - sustainable cost after 6/2017. $60,000 (support) Literacy Coach (1FTE), Math Coach (1 FTE) - retire/rehires so cost is less sustainable cost after 6/2017. Benefits: $22,000 (gov/admin) Project Coordinator retirement, medical, insurances - sustainable cost after 6/2017. 32,868 (support) Literacy/Math Coaches retirement, medical, insurances - sustainable cost after 6/2017. Purchase Services: $424,560 total $26,400 Auglaze ESC 3 year contract to create/ facilitate Auglaze Leaders in Mastery program Cohorts & $55,200 6 year evaluation (10% of budget); $30,000 Ashland University: 200 graduate credits at reduced rate ($150/hr v. $175/hr) for pilot programs -not sustainable PD(multi-year contract (thru 6/2022); $140,000 PDP+; PDP+: personalized digital PD; 2250 badges over 6 years new badges based on annual needs assess; $142,500 Envision EdPlus, EnvisionEdPlus: 3 year contract blended pilot coaching Cohorts, system redesign on site implementation; train the trainer; $15,000 Schlechty Center (Principal Academy 2017) $16,200 OSU Engagement Survey - annual survey for evaluation) $15,000 indirect costs for Fiscal Management (gov/admin) KCS will invest an additional $1,226,180 through sustainable costs allowing KCS to stop tinkering on the 'edge of innovation' and instead make significant disruptive and systemic shifts to district/building operational and programmatic systems. KCS has committed to re-design schedules to embed PD/collaboration time within school day/ year to minimize costs & lost instructional time. KCS will sustain both elementary Literacy and Math Coach positions to grow foundational skills which will have exponential value over time. These resources give KCS access to a depth & breadth of digital PD that is currently unavailable.

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.

245,236.00 a. Sustainability Year 1
245,236.00 b. Sustainability Year 2
245,236.00 c. Sustainability Year 3
245,236.00 d. Sustainability Year 4
245,236.00 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 hire a Project Coordinator (.75FTE), Literacy Coach (1FTE), Math Coach (1FTE) for the program during the implementation year. Literacy/Math Coaches will be retire/rehires with much less sustainable salary costs. All three positions will be retained for the remaining years of the program. Coordinator will manage ongoing district PD and supports for grades K-6 to help teachers build foundational skills of econ disadv, at risk, spec ed and gifted students. The district expects that the amount of salary will be $157,500 each year and $87,736 for benefits that will include retirement, medical and employee insurances. KCS has not included stipends as sustainable cost for the 3 pilots because staff will either participate in pilot as part of their work day during the embedded PD/collaboration time to be create and/or will be eligible for Ashland graduate credits paid for through the grant.

13.00 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.
As explained in FIT, Deeper Learning TLC will allow the district to reduce substitute costs for their staff from the amount of time that the teachers were required to to attend professional development opportunities and were not in the classroom. The district has an average of 460 days of substitutes annually for professional development days! By re-designing systems to embed PD/collaboration within contracted day - and expanding access to digital/blended PD, the Deeper Learning TLC project will reduce those costs by 50% for an average of 230 days. While it is possible that savings from PD costs will be greater, there are many state and federally mandated PD experiences which can never be cut from the budget. Therefore, KCS has taken a conservative approach. This savings will be $20,700 in salaries and $3,198 for retirement and medicare benefits. The total savings will be a total of $119,490 for the five sustaining years of the grant. The district also expects to decrease the amount of meeting expenses and travel costs associated with those meetings by $1,901 per year. This savings will be a total of $9,505 for the five sustaining years of the grant.

19. Please explain the source of these reallocated funds.

Reallocated 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.

13 employees have 29+ years of service at the end 2015-16 and will be eligible to retire during the life of this grant. Historically, KCS experiences 1 teacher retirement / year and we fully anticipate this trend more than 1 retirement per year for the next 5 years. However, a conservative estimate is that we will continue 1 retirement a year. Every teacher eligible to retire has a Master or Master Plus degree and are on the highest step of salary schedule. Fiscal staff analyzed recent trends and determined the difference between the retirement salary and replacement salary is $19,656. KCS will reallocate those funds toward sustainability. In addition to salary costs, each position will decrease expenditures for retirement and medicare decrease by $3,037 per year for re-allocation purposes. By the end of the grant period there will be a total of 5 teacher salary savings of $113,464.25 to be used for the reallocation of funds. This savings covers most of the sustainable costs related to the continued efforts of the Literacy Coach and Math Coach salary and benefit expenses. The district will also have a retirement of a current administrators in FY20. The district will not be replacing this administrator. The district plans to use part of the administrator's salary for sustainability of the grant of $52,500 and benefits of $22,000. This reallocation will be used for the final three years of the grant for a total of $223,500. The remaining cost savings for the project comes from decrease in need for equipment purchases. The district, in the past, has purchased a considerable amount of equipment for the district. They are no longer going to need to purchase each year the same amount as they expected in FY16 so there is $300,000 for reallocation for the sustainability of this program each year ($1,500,000 total). This is significantly more than needed to cover sustainable costs of $1,226,180. The overall cost savings after sustainable costs is $966,710.

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 3/1/2016 - 8/31/2016

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

Pre-submission: KCS District Leadership Team planning and input; attended Ohio's 1st Personalized Learning Design Lab; worked with ESC and EnvisionEdPlus to design system changes; district calendar and PD schedule redesign Upon award: media notification; board approvals/contracts signed; planning team designated; Recruit teacher leaders for system re-design planning; finalize professional learning surveys and evaluation survey; Project Leadership Team planning to ensure all processes are in place for implementation; hire literacy coach, math coach, project coordinator By 6/1: System Redesign planning/facilitation complete; master schedules and/or calendar adjustments made; professional learning surveys complete; PDPlus content design begins and continues thru project; inform community of calendar/schedule changes; inform staff of system changes and new PD format/expectations and opportunities; ESC conducts 1st classroom walkthroughs; submit final evaluation plan to ODE; Quarterly project evaluation. By 8/31: recruitment for pilots; Coaching design models finalized Benchmarks to demonstrate success (LINK to Question 9 'data points) annual staff PD survey complete for baseline annual CAYCI survey (students, staff, families) complete for baseline PD Plus has 10 new core skills completed pilot curriculum design plans
22. Implementation (grant-funded start-up activities)

a. Date Range: 8/1/2016-6/30/2022

b. Scope of activities – include all specific completion benchmarks

Scope of Activities within timeline Fa 16 - Su 17 (quarterly): Implement new systems/schedules; PDPlus & Pilot Programs; PDPlus core skill development; Project Leadership Team; Grad credits recognition; Lit/Math Coaches onsite support in Elem Sp/Su 2017: Schlechty Academy Fa 16 - Su 22 (annually): staff PD survey; Recruiting/begin next cohort for pilot programs Fa 16 - Su 22 (quarterly): Project Leadership Team meetings, evaluation, recognition; Lit/Math Coaches onsite support in Elem By 6/30/2018: Train/Trainer for ALM & Deeper Learning Blended Model Benchmarks to demonstrate success Annual staff PD surveys complete PD Plus new core skills created ALM completion: 5 KCS admin/leaders complete by 6/2018 new schedule/calendars implemented and reviewed OTES evaluations are more consistent after ALM completion admin report increased confidence in assessing teacher mastery increased teacher/staff commitment (CAYCI survey - teacher/staff commitment component) increased student motivation/connectedness (CAYCI surveys academic motivation and school connectedness) reduced discipline referrals improved report card ratings (Progress and Achievement ratings) 100% KCS teachers complete at least 1 PDPlus core skill annually communication/key stakeholder engagement/consent from all required officers, governing bodies continue project coordination & and communication activities and board reports as described in planning; Quarterly Project Leadership Team meetings to review data and refine processes to improve outcomes District Leadership Team (DLT) key stakeholder in system redesign; annual PD surveys to determine teacher needs; administrator and manage scope of work/ develop interdependent system of change. District/partners will work together on 3 levels so the work can be sustained long term a) system redesign to, b) personalized, blended, mastery based PD so teachers/leaders can improve own practice; c) pilot cohorts advance practices and prepare to facilitate work beyond goal.

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

a. Date Range: Start 9/1/2016 End 6/30/2022

b. Scope of activities – include all specific completion benchmarks

By 10/31/2016 and annually through project Evaluation Plan approved by ODE System re-design planning and schedule/calendar changes Access to 2250 PDPlus core skills through 6/2022 - PDPlus continues to build core skills based on annual teacher survey of need Staff PD survey each year to define new needs and drive new PDPlus creation Recruiting next cohort for Pilot programs Annual project evaluation and fiscal reports Quarterly through Project end 6/30/2022 Quarterly project evaluation to assess system changes and impact Project Leadership Team quarterly planning to adjust based on evaluation & plan for sustainability recognition builds continual interest/excitement/ownership By 6/30/2019 through Project end 6/30/22 Begin phase In of train/trainer for pilot programs Benchmarks to demonstrate success PD Plus new core skills created ALM completion: increased teacher/staff commitment (CAYCI survey - teacher/staff commitment component) increased student motivation/connectedness (CAYCI surveys academic motivation and school connectedness) reduced discipline referrals improved report card ratings (Progress and Achievement ratings by subgroup) 100% KCS teachers complete at least 1 PDPlus core skill annually fiscal sustainability and cost savings/reallocation per FIT communication/key stakeholder engagement/consent from all required officers, governing bodies DLT is primary communication method for stakeholder engagement and will report regularly to building staff; Auglaize ESC outcome reporting throughout sustainability period; semi-annual board reports; Project Coordinator becomes PD Coordinator and sustains management administrator and manage scope of work/ develop interdependent system of change. Effective data collection: KCS will provide required data for analysis & include project related surveys and other relevant data needed to effectively access and analyze data.

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 workday for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Our disruptive-systemic shifts embed personalized, competency-based, and technology-rich learning for all teachers, leaders and children to exponentially increase student achievement. Teachers and leaders will master skills to analyze individual/group student development so they can connect instruction to student needs, interests and prior knowledge. Our instructional environments will engage learners in inquiry, and promote deeper thinking for all students within safe, civil and collaborative classroom/school communities. Teachers will design/access new assessment tools to evaluate student learning and inform instruction - eliminating the ‘one size fits all model’ - and make decisions to promote high levels of learning for all students. Our continual professional growth will engage staff to have at least some control of time (during and beyond workday), place (at school, online, blended), path (core skill mastery according to identified needs) and pace (choose number of core skills per year) of their learning. Teachers and leaders will practice their new knowledge within their own workplace (classroom, office, tutoring etc) while receiving non-evaluative coaching as they build confidence a willingness to expand their skills. Our pilots empower teachers to lead themselves and their colleagues through challenging professional experiences and prepare leaders to clearly understand and be able to evaluate teacher effectiveness in the new system. We will build systems and the accompanying culture of focused collaboration and continued professional growth empowering leaders and teachers to identify instructional and system problems
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:

First and last name of contact for lead applicant; Mary Riepenhoff Organizational name of lead applicant; Auglaize Co ESC IRN # (if they have one) 045930 Address of lead applicant; 1045 Dearbaugh Ave #2, Wapakoneta, OH 45895 Phone number of lead applicant; (419) 738-3422 Email address of lead applicant. M.Riepenhoff@auglaizeesc.org

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

A 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? Quantitative: 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, interviews, 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/review: 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 of the project within the district or consortium, it should be noted here.

Describe likelihood for scale up, expansion or replication KCS innovations are designed to scale, expand and replicate across Ohio and beyond. Any Ohio teacher can take PDPlus or Master Teacher Microcredential (MT). While costs will apply, both programs were created to be cost effective ways for teachers to independently continue professional development. Educators can earn CEUs or for Ashland University graduate credit (3 core skills = 1 semester hour). In a comparable size district, full replication could take place over 2-3 years. District and building leaders must fully commit to re-thinking all systems - instructional, support, human resource, facility and financial. Less than full commitment will result in less than satisfying results. EnvisionEdPlus, PDPlus and Auglaize Co ESC are prepared to work with schools, districts, ESC or other educational consortia to replicate pilot programs, provide personalized digital PD and the system redesign essential for success. District need a strong focus on high quality competency based PD disrupting the way teachers approach instructional practice. At no cost, TLA will be a networking partner, assisting us to cultivate solutions to overcome barriers as they come about. They can also share our story across their network. PDPlus and EnvisionEdPlus have current plans to co-publish evaluation results and lessons learned. EnvisionEdPlus anticipates release of a White Paper on the project in Summer 2016. Kenton, Auglaize Co ESC, EnvisionEdPlus and PDPlus plan to submit proposals for statewide conference presentations such as Ohio Innovative Learning Environments, Ohio Capital Conference
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
Jennifer Penczarski
Superintendent
5/6/2016
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>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa</td>
<td>Duty</td>
<td>6148040607</td>
<td><a href="mailto:lisa.duty@learningaccelerator.org">lisa.duty@learningaccelerator.org</a></td>
<td>The Learning Accelerator</td>
<td></td>
<td>7153 Calusa Drive, Reynoldsburg, Ohio, 43068</td>
<td></td>
</tr>
<tr>
<td>Michele</td>
<td>Timmons</td>
<td>6148937341</td>
<td><a href="mailto:michele@envisionedplus.com">michele@envisionedplus.com</a></td>
<td>EnvisionEdPlus</td>
<td></td>
<td>1352 Shelby Circle, Reynoldsburg, Oh, 43068</td>
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<tr>
<td>Craig</td>
<td>Lautenschleger</td>
<td>6143488628</td>
<td><a href="mailto:celauten@yahoo.com">celauten@yahoo.com</a></td>
<td>PDPlus</td>
<td></td>
<td>556 Eastmoor Boulevard, Columbus, OH, 43209</td>
<td></td>
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<tr>
<td>Eugene</td>
<td>Linton</td>
<td>4192895921</td>
<td><a href="mailto:elinton@ashland.edu">elinton@ashland.edu</a></td>
<td>Ashland University</td>
<td></td>
<td>121 W.Main St., Ashland, OH, 44805</td>
<td></td>
</tr>
<tr>
<td>Ann</td>
<td>Harvey</td>
<td>419) 738-3422</td>
<td><a href="mailto:aharvey@auglaizeesc.org">aharvey@auglaizeesc.org</a></td>
<td>Auglaize Co ESC</td>
<td></td>
<td>1045 Dearbaugh Ave #2, Wapakoneta, OH, 45895</td>
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</tr>
<tr>
<td>Vanessa</td>
<td>Pfeiffer</td>
<td>5028951942</td>
<td><a href="mailto:vpfeiffer@schlechtycenter.org">vpfeiffer@schlechtycenter.org</a></td>
<td>Schlechty Center</td>
<td></td>
<td>950 Breckenridge Lane,, Suite 200, Louisville, KY, 40207</td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
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<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
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<tr>
<td>Jennifer</td>
<td>Penczarski</td>
<td>Superintendent</td>
<td>Jennifer Penczarski will handle project and resource oversight- ensure project aligns with school/district's overall mission and improvement plans; oversee Project Director to ensure all project outcomes are completed on time and within budget. They will meet regularly to review progress, address barriers and she will support Project Director in ensuring project success. Project Leadership Team which includes herself, the Project Director, key faculty and administrative leaders and partners. These meetings will focus on monitoring progress and reporting outcomes.</td>
<td>I have served 5 years as a Superintendent and facilitator of the Ohio Improvement Process, 5 years experience as a Building Principal and School Improvement Coach for Economically Disadvantaged Students and Students with Disabilities and District Technology Integration Leader. I led the Kenton City School district in a successful bond issue to build 21st century facility for all PK-6 students; reassessed district policies, practices and funding streams to more effectively share services reducing long term operational costs; led the district-wide 1:1 blended learning technology initiative in 2 districts; brought the Asia Society ISSN model to Kenton City Schools through the Race to the Top Innovative grant; work</td>
<td>Under Supt. Penczarski leadership, Kenton has been awarded Race to the Top Innovation Grant, 21st Century Community Learning Center grant and partnered with Hardin Co Chamber/Business Alliance to receive a Community Connector grant.</td>
<td>BS Music &amp; Music Education- Miami University; Masters in Education Administration with Superintendent Licensure from Ashland University</td>
<td>20</td>
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</table>
Closely with the Hardin County and the City of Kenton Economic Development committees to ensure a quality education and talent in workforce through development of critical thinking and professional skills upon graduation from KCS.

| Project Coordinator | TBD | CS will re-assign current staff member as Project Director. Project Director will manage all aspects of this project in concert with the Project Leadership Team. This includes, system redesign management, conduct needs assessments, and all professional development activities. Project Director will conduct regular meetings with the Project Leadership Team and work in tandem with the Superintendent to ensure the grant timeline is adhered to. Project Director will be liaison with evaluator to supervise evaluation activities and coordinate district staff to complete required evaluation activities. | Masters Degree/Admin license preferred. District will create job posting upon award | KCS district staff person preferred. District will create job posting upon award | Masters Degree/Admin license preferred. | 75 |

Michele Timmons

President EnvisionEdPlus

facilitate system redesign process, provide embedded professional development - in person and virtual to support project goals; project coordination, model design, implementation, partner coordinator/communication; assist and support project coordinator in program management; facilitate community engagement; coordinate and manage partner relations;

Lead innovator designing and hosting Ohio's 1st Personalized Learning Design Lab; co-designed and co-created personalized digital professional learning ecosystem for education and non-profit adult learning; consultation experience driving innovative education

Supported 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 City Schools, Par Excellence Academy, Mansfield Choice Academies and other districts in Ohio. Provide training and support to Hardin Co Chamber

MA-Ed Policy/Leadership and BS-Education The Ohio State University; 7-12 principal and comprehensive social studies licenses | 15 |
<p>| Craig Lautenschlegel | Vice President, EnvisionEdPlus | Coordinate digital content development and distribution for PDPlus, model development, facilitate system redesign, project coordination; embedded professional development; facilitate community engagement; coordinate and manage partner relations | Lead innovator designing and hosting Ohio's 1st Personalized Learning Design Lab; co-design and co-created personalized digital professional learning ecosystem for education and | Supported 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 City Schools, Par Excellence Academy, | M.Ed in Elementary Education and BA in Communication - The Ohio State University; licensed elementary principal and elementary teacher | 15 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Experience / Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Riepenhoff</td>
<td>Auglaize ESC Curriculum Director</td>
<td>Conduct walkthroughs using OTES and Master teacher rubrics; facilitate training to assess and evaluate teacher mastery (district admins and master teachers); create train the trainer for the program to sustain internally; Oversees 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 monitoring and evaluating project deliverables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adult Education Program, Instructor and Curriculum Development; program evaluator with KCS for 21st Century Community Learning Center; 1997 - Present (18 years) Education Consultant Race to the Top and Auglaize ESC September 2011 - June 2015 (3 years 10 months) Superintendent St. Marys City Schools 2008 - 2011 (3 years) Principal Van Wert Middle School 2000 - 2008 (8 years) 8th Grade Teacher Elida Local Schools 1988 - 2000 (12 years) 4th Grade Teacher St. Charles Elementary School 1982 - 1988 (6 years) Lima, Ohio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum Director at Auglaize ESC, Superintendent, teacher and educational consultant for Race to The Top</td>
</tr>
</tbody>
</table>