# Budget

**Benjamin Logan Local (048074) - Logan County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (33)**

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

*Plus/Minus Sheet (opens new window)*

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**Adjusted Allocation** | 0.00 |

**Remaining** | -573,840.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
The End of Average at Benjamin Logan Local Schools

2. Project Tweet: Please limit your responses to 140 characters.
Benjamin Logan Schools enact new educational system that expects, embraces and responds to learner individuality #EndofAverage #jagged

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.

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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.

We used birth rate data to predict future Kindergarten classes and then growth rates as they were predicted in the birthrate data as those kids age. When that data ran out we used a growth rate of 2.5% per year. We feel this is a very fair estimate based on our intent to improve education here, which we believe will drive enrollment growth. We have 50 students more this April than we did last April.

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

First and last name of contact for lead applicant
David Harmon

Organizational name of lead applicant
Benjamin Local School District

Address of lead applicant
4740 County Road 26 Bellefontaine, OH 43311

Phone Number of lead applicant
937-593-9211

Email Address of lead applicant
harmond@benjaminlogan.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

Benjamin Local School District is done 'being average'. Report Cards scores are average (C in performance index, gap closing and gifted). Postsecondary education rate and ACT results are average. Remediation rates are average at best. Our model prepares the average student for a factory/ farm based economy that no longer exists or is greatly changed. In 2015, BoE hired a new Supt. & established a new direction to significantly increase expectations so EACH HS graduate is college, career and life ready. Our students come to us as unique individuals with capabilities, ambitions and personalities but our system is designed to treat them collectively, clustered by age and our pedagogical strategy meets the needs of the average learner. This guarantees large numbers of learners will not succeed. We MUST employ new teaching and learning systems that expect, embrace and respond to learner individuality & engage all students as active agents developing their unique potential (Rose, 2016).

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

Benjamin Logan Schools will bring about the 'The End of Average' for our kids by creating a more innovative, personalized, and collaborative approach to learning. The premise is simple: the purpose of school is to be a greenhouse for learning and development and at the center is the child (Kunskapsskolan, 2016). The End of Average will develop every learner's (youth and adult) own talent, disinheriting the myth of an
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.

By 2022, our community is completely vested in belief that there is no Average. Benjamin Local School District is the BEST school system in the State of Ohio. Each student, regardless of background, learning difference, or socioeconomic status, attains the skills and mindsets needed to succeed in college and life. Every Student. Every Day.) Every student and staff member is treated as an individual and learning is personalized to meet their unique needs.

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.

The End of Average (Rose, 2016) is based on the Science of the Individual with emphasis on applying research-based insights about individuality to human potential, talent development & design of social institutions with implications for student AND adult learning. Rose is a developmental psychologist known for his contributions to educational neuroscience & is faculty at Harvard Graduate School of Education. There is an established body of evidence for personalizing learning to foster self-regulated, intrinsically motivated learning that unlocks student potential, which technology can help enable at scale. The instructional elements of personalization that have been found to have positive effects on learning include individualized instruction (Alexander, P. A. & Murphy, P. K., 1998); assessment & feedback for learning (Pashler, H., Bain, P., Botte, B., et al., 2007); active learning (National Center on Universal Design for Learning, 2011); & mastery-learning (Vosniadou, S. 2001).

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

Benjamin Local School District has been laying the groundwork for this initiative in many ways. We completed a $70,545 network upgrade to support the future of technology-integrated learning, of which we only paid $29,365 due to e-rate leverage. We redesigned the structure of our technology department to align more closely with our instructional department in support of more personalized learning. We created the new district teaching position of Technology Integration Specialist and are currently working on a technology "break-fix" position description. Further, this year our district and building leadership teams and our teacher based teams created a new guiding tenet for all that we will do and all that we wish to be. Our new Mission Statement "Every Student. Every Day." encompasses our plan to move to individualized education. In the March 2016, Benjamin Local participated Ohio's 1st Personalized Learning Design Lab where we worked with state and national experts in personalized and blended learning to get feedback on our initial plan, solicit new ideas, and prototype our design to transform our organization into a student-centered district. Our plan is based on research which shows that several instructional elements of personalized learning have been found to have positive effects on learning including (but are not limited to) individualized instruction (Alexander, P. A. & Murphy, P. K., 1998); assessment & feedback for learning (Pashler, H., Bain, P., Botte, B., et al., 2007); active learning (National Center on Universal Design for Learning, 2011); & mastery-learning (Vosniadou, S. 2001). This and other research also shows that these effective instructional elements, are difficult to implement, scale, or sustain in traditional classrooms but can be facilitated and supported by blended learning. While at Design Lab we met as a team with state and national experts, vetting our research based hypotheses: 1) Principals and teachers can learn to use iterative innovation processes to meet THEIR specific goals. 2) Planning and implementation of personalized and blended-learning will be more efficient and move our schools more quickly toward discovering approaches that improve our students' outcomes; 3) We can operate effectively as a team by choosing our own path and place for learning, even while receiving more personalized adult learning and supports. Design Lab confirmed confirmed we were on the right track and we began prototyping our initial design for moving forward-- with all staff equipped with ideas to test the following day at school. We continue to
engage new partners as we deepen our collective understanding of the critical need for our district to truly END AVERAGE. Since the Design Lab we have met frequently with EnvisionEdPlus, Innovation Partners and BattelleEducation to refine our thinking, create our scope and sequence for adoption and re-invent ways to develop the talents of our staff and students. One of our most exciting plans that has come about since Design Lab is that by 2022 we will create our first high school pathway by engaging our most important stakeholders—our students—as decision-makers and implementers. We will reach out to students, staff and develop new higher ed and industry partnerships to co-design a ‘Genius Bar’ computer science pathway where youth build college and career ready skills and industry credentials while they manage technology, make repairs, support staff and community tech needs, recommend software applications, pilot platforms, and more.

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).*

Formative 2017: 100% Call to Arms stakeholders 'own' transformation/ role in every student's success. District talent development (adults and HS pathway) plan created. Walkthrough data-33% increased use of blended learning. Student surveys report 33% increases in PBL experiences, engaged learning, connection to caring adults Summative 2022: Walkthrough data shows 100% teachers (PK-12) making meaningful changes in instructional approach at least 1 significantly differently approached unit or project/semester. 100% Community of practice (CoP) members report systemwide increased use of student-centered pedagogical approaches. 100% of econ disadvantaged and spec ed students taught by CoP members, will demonstrate decreased achievement gaps in at least 1 academic area. 100% district staff report increased opportunities to achieve/receive recognition, exercise responsibility, and advance/grow in their careers. At least 1 pathway for HS students to develop personal talents for future success.

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

Attendance-surveys from Call To Arms meetings/visits. Talent development plan (meetings, notes, attendance, outcomes); system redesign plans (meeting notes, attendance, outcomes) staff survey (student centered pedagogy, systems/routines - grouping, use of time), walk-through data (how teaching and learning happens, student centered pedagogy, systems/routines - grouping, use of time); student surveys (engagement, connection, PBL use); achievement gap data for students - target economically disadvantaged and students with disabilities and compare to all students. 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?

Benjamin Logan is contracting with Vaulted Foundations to provide evaluation services at $37,340 which is 7% of project budget. This amount is a great value and below industry standard (10%). Vaulted Foundations will monitor and report on fidelity of implementation, student achievement outcomes and cost savings. Vaulted Foundations will review and report independently and recommend mid-course adjustments to improve results. Project Director will facilitate Project Leadership Team (district/building leaders, teacher leaders, EnvisionEdPlus, BattelleEd, Innovation Partners, Integration Specialist) to ensure the productive integration of all project activities and institute an implementation plan with calendar of regular meetings to keep project on track. Project Leadership Team will review formative data and troubleshoot challenges as they arise (Y1-2: monthly,Y3-6: bi-monthly). By using the early adopter model, we can test assumptions and make adjustments on a small scale, then grow only the successful practices. Through our Think Tank we will leverage external research and design resources to identify new solutions to ongoing challenges so staff can test solutions with technical assistance from partners. EnvisionEdPlus will support our Project Director 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 Director 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.
i. List the desired outcomes.
   Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
   Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

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

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

[d. Implementing a shared services delivery model]

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

ii. What assumptions must be true for this outcome to be realized?
   Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

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

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

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

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

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

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

C) BUDGET AND SUSTAINABILITY

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

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

Enter Budget

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

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.

573,840.00 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.

$70,000 in SALARIES $37,500 (PD) 15 teacher stipends ($2,500/teacher) grant year only, to serve as early adopters in their buildings (5/building) for PD/training, tech integration and adoption and includes time outside contract for planning, implementation, PD activities and other project-related activities. $7,500 (instruction) 75 substitute days ($100/day) grant year to enable early adopter teachers to be out of the classroom for planning, curriculum development, and site-visits. $25,000 for 0.25 FTE project director salary expense (gov/admin) internal capacity grant year only, for implementation/reporting; BENEFITS $10,815 associated benefits for above salaries (15.45%) $477,240 in PURCHASED SERVICES $120,000 multi-year (3-year) agreement - META Solutions new tech integration PD services, as early adopter and existing teachers require new coaching services to deepen learning in classroom, increasing skills and capacity; $139,900 multi-year (3-year) contract EnvisionEdPlus facilitate teacher PD that deepens tech integration and personalized learning capacity of district personnel ($1,550/day for 58 days over 3 years), including PDPlus badgeing for 6-years (3 badges/year/teacher); $50,000 in grant year only for district-wide PD provided through Innovation Partners, related to human capital redesign, networking and communication activities; $70,000 multi-year (3-year) contract with BattelleEd ($1,628/day, 28 days, 3 years) related to tech infused instruction, coaching and blended implementation supports; $45,000 for 15 staff to conduct innovative school/tech integration site-visits during grant year ($1,500/staff x 2 trips); $15,000 for PD in digital curriculum alignment/personalized learning services; $37,340 multi-year (6-year) contract for eval services with Vaulted Foundation (7%), which is within industry standard for similar and allowable services. $15,785 in SUPPLIES (instruction) for multi-year agreement for MAP Assessments licenses (K-8).

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.

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<th>Sustainability Year 1</th>
<th>Sustainability Year 2</th>
<th>Sustainability Year 3</th>
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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.

As a result of the project implementation, the district will hire 1.0 FTE Technology Integration Specialist position to augment and sustain grant-provided PD, tech. Integration services and other activities beyond the grant year. This will incur approximately $37,950/year ($189,750 total) in Salaries and $17,050/year ($85,250 total). In addition, to sustain internal momentum and programmatic the district's projects it will incur an additional $6,000 and $5,000 in substitute costs ($100/sub day) for 60 and 50 days in Sustainability Years 1 & 2 (S1 & S2), respectively. This will support the district-wide PD and technology integration coaching activities beyond the grant year and into S1 & S2 only, which incur a total of $11,000 in sub costs over the life of the grant. Coupled with the new Technology Integration Specialist position, the total 5-year sustainability cost of the project is $286,000.

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.

Not applicable - The district will cover the project's sustainability costs through reallocation of funds from elsewhere in the budget.
D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation 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
December 2015 June 2017

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

January 2016-April 2016: Project Planning Team (faculty/admin) planning; Personalized Learning Design Lab; board approval of project scope and revised 5 year forecast aligned to innovations; 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; finalized; Draft project communication plans, schedule model school visits, finalize technical assistance schedules; By 8/31/2016; finalize cohort design (Cohorts identified by readiness and needs assessment - approx 1/3 staff K-12 each year until full implementation 2018-2019); weekly project meetings with key staff and partners during planning period to ensure all processes are in place for implementation; professional development plans complete for 2016-2017; PD design begins and continues through project; communicate planning and implementation schedule; finalize evaluation processes and progress monitoring database; submit final evaluation plan to ODE; purchase MAP assessments and digital curriculum 9/16 - 6/17: Re-envisioning process to plan new systems; End of Average Call to Arms planned, communicated with partners; recruit additional partners; Ongoing planning: Project Leadership Team meetings for fiscal management, compliance and oversight (grant year monthly, Y1-Y2 - bi monthly, Y3 and beyond quarterly) Partner Communication with Project Manager planning sessions (grant year monthly, Y1-Y2 - bi monthly, Y3 and beyond quarterly) Benchmarks to demonstrate success: Approved contracts: grant agreement with ODE, contracts with partners & teacher stipend agreements; Completed plans and documents: PD and technical assistance, evaluation, implementation schedule, communications Meeting minutes; planning team Communications: press releases, earned media, district communications, board reports.

22. Implementation(grant funded start-up activities)

a. Date Range
9/2016-6/2022

b. Scope of activities - include all specific completion benchmarks

Call to Arms: Y1: R/D: Launch stakeholder dialogues, transformational learning visits, create transformation plan; initiate state/national stakeholder engagement; Y2-Y6: assess, deepen and expand partnership/ownership Community of Practice (CoP - teacher leaders)/Think Tank (administrators): Y1: R/D: early adopters test transformation plan elements; Y2-Y6: annually test/scale/define plan elements (ie. scheduling, rotational model, etc) to next 'ready' staff Teaching/Learning Y1: Cohort 1 Training/planning for cohort 2. Personalized PD based on needs assessment (UDL, PBL, tech assisted personalized learning, digital curriculum). Y2: Cohort 1 mentors - Cohort 2 Training, planning for cohort 3; Y3: Cohort 1-2 mentors/ Cohort 3 training; Y2-Y6: Annually assess needs/create new PD to impact all staff (UDL, PBL, personalized
### E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

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:

We are committed to personalizing learning for all students, creating these instructional changes to positively impact student achievement: increased use of student-centered pedagogical approaches that allows for student agency, choice, differentiation in activity, modality, and pace based on goals, differences, and preferences; increased use of systems and routines to continuously monitor progress to inform tailoring of instruction to student need and choice; increased PBL to solve problems/tapping into unique learner capabilities and talents; increased understanding of learner differences and universal design for learning. As a result, they will enact learning opportunities that give more students equal opportunities to learn; increased deployment of adaptive skills (adults and youth) used to tackle problems and tasks where solution might be unknown or require organizational learning and innovation; adoption of End of Average core value proposition that guides thinking, behaviors and actions and aligns with goals of organizational change and mission. By assessing and re-designing systems, we anticipate these organizational changes will positively impact student achievement: Early adopter teams become ongoing construct used to test, develop and deploy innovative practices (not a one time deal); District increased capacity to provide personalized and blended PD; Teachers/leaders work together to assess opportunities for more personalized talent development leading to organizational shift in how district supports all staff; Educators, empowered with tools and supports to reach every child, become even more effective and professionally engaged; Administrators define transformation as meaningful changes in approach, outcomes and re/allocate resources for impact; Leadership team becomes steward of End of Average core value proposition guiding district thinking, behaviors and actions and continuously impacts organizational change to achieve mission.

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:

Name: Angela Helfin, Vaulted Foundations
Contact information: angela@vaulted.online/(734) 635-2814 Address: 4631 Cherry Blossom LnYpsilanti, MI 48197-6126

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
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. 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.

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).

David Harmon
Superintendent
5/5/2016
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>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>
<tr>
<td>Lisa</td>
<td>Duty</td>
<td>6148040607</td>
<td><a href="mailto:lisa@innovationpartnersamerica.org">lisa@innovationpartnersamerica.org</a></td>
<td>Innovation Partners America</td>
<td></td>
<td>7153 Calusa Drive, Reynoldsburg, OH, 43068</td>
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<tr>
<td>Aimee</td>
<td>Kennedy</td>
<td>6144245827</td>
<td><a href="mailto:kennedya@battelle.org">kennedya@battelle.org</a></td>
<td>Battelle</td>
<td></td>
<td>505 King Ave, Columbus, OH, 43201</td>
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<tr>
<td>Angela</td>
<td>Heflin</td>
<td>734.635.2814</td>
<td><a href="mailto:angela@vaulted.online">angela@vaulted.online</a></td>
<td>Vaulted Foundations</td>
<td></td>
<td>4631 Cherry Blossom Ln, Ypsilanti, MI, 48197-6126</td>
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<tr>
<td>Jamie</td>
<td>Grube</td>
<td>614-473-8300</td>
<td><a href="mailto:jrexer@metasolutions.net">jrexer@metasolutions.net</a></td>
<td>META Solutions</td>
<td></td>
<td>2100 Citygate Drive, Columbus, OH, 43219</td>
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</tbody>
</table>
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE on Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>Harmon</td>
<td>Superintendent</td>
<td>Project oversight and partnership development, ensure project aligns with school/district's overall mission and improvement plans; Support and supervise Project Director. Work with Project Director, treasurer and partners regularly to review progress, address barriers ensuring project success. reach out to new partners to provide new opportunities and experiences for collaboration for district and students. Ensure district and partners adhere to Assurances.</td>
<td>School District's Superintendent, responsible for all purchasing and contracts in the district. OTES and OPES credentialed evaluator, Former District Level employee managing state and federal grants, professional development</td>
<td>Curriculum Consultant &amp; Assessment and Data Analysis Consultant, Previously a Race to the Top District Coordinator, District Value Added Specialist, Building level (Principal) administrative experience, Federal Grants Coordinator experience, saved hundreds of thousands of future dollars as part of insurance committee, Organized multiple district RttT initiative, Extensive knowledge of CCIP</td>
<td>PhD work, University of Dayton, Master of Education, Ashland University, Bachelor of Arts, Heidelberg University.</td>
<td>5</td>
</tr>
<tr>
<td>Angela</td>
<td>Heflin</td>
<td>Vaulted Foundations External Evaluator</td>
<td>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>
<td>18 years in Education as a Teacher, Administrator, CAO, Research and Evaluation Team Member for State and Federal Grants,</td>
<td>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 Development Expert, Experienced Grant Compliance Manager, Project Manager and Auditor for State and Federal Grants</td>
<td>ECE/ZA Professional Certification, ELE SC K-8, BA ELE/SS/ESS, MA EDU Administration, with a specialization in and Instruction, Curriculum, A</td>
<td>5</td>
</tr>
<tr>
<td>Leslie</td>
<td>Everett</td>
<td>Intervention</td>
<td>Innovative leadership team</td>
<td>Participated in Project based</td>
<td>The Ohio State</td>
<td>2</td>
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</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Experience Description</td>
<td>Education</td>
<td>Experience Years</td>
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<tr>
<td>Michael Kettler</td>
<td>High School Chemistry Teacher</td>
<td>Innovative leadership team member focused on the End of Average and personalized learning initiatives</td>
<td>Ohio's 1st Personalized Learning Design Lab, Member of Benjamin Logan Innovative Leaders Team with focus on Technology Initiatives</td>
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<tr>
<td>Allison Reule</td>
<td>Middle School Social Studies, Intervention Specialist</td>
<td>Innovative leadership team member focused on the End of Average and personalized learning initiatives</td>
<td>Ohio's 1st Personalized Learning Design Lab, Member of Benjamin Logan Innovative Leaders Team with focus on Technology Initiatives</td>
<td>2</td>
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</tr>
<tr>
<td>Jason Smith</td>
<td>Technology Coordinator &amp; Integration Specialist</td>
<td>To maintain district technology, provide technical support to staff and provide technology training and professional development to staff.</td>
<td>Participated in Ohio's 1st Personalized Learning Design Lab, Member of Benjamin Logan Schools Innovative Leadership Team with focus on Technology Initiatives</td>
<td>10</td>
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<tr>
<td>Craig Lautenschleger</td>
<td>Vice President, EnvisionEdPlus</td>
<td>Coordinate digital content development and distribution for PDPlus, model development, facilitate system redesign, project coordination; embedded professional development; facilitate community engagement; support HS pathway design; coordinate and manage partner relations</td>
<td>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 non-profit adult learning; consultation experience driving innovative education planning and design in over 20</td>
<td>15</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Organization</td>
<td>Experience</td>
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<tr>
<td>Heather Sherman</td>
<td>Relationship Manager</td>
<td>Battelle Education</td>
<td>17 years as an educational professional and consultant; experienced school leader and a highly recognized educational innovator</td>
<td>MBA, Franklin University, 2009. Bachelor's Degree, Roanoke College, 2001.</td>
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<tr>
<td>Lisa Duty, Ph. D.</td>
<td>CEO</td>
<td>Innovation Partners America</td>
<td>Over eighteen years experience in education strategy, policy and school design with deep expertise in future trends in teaching and learning. Partner at The Learning Accelerator where current work supports state actors in reimagining their roles, missions, and the ways education</td>
<td>Ph.D. and MA in Global Education from The Ohio State University, BA in Political Science from Capital University, OH</td>
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</table>
systems can be rebuilt for innovation and high performance. Serves as design partner to Reynoldsburg City Schools. Former Senior Director of Innovation at KnowledgeWorks, Adjunct Faculty at The Ohio State University, College of Education and Human Ecology and Consultant at the Ohio Department of Education. Lisa began her career as a high school social studies teacher.

Sally Stolly
Curriculum Director/Project Director

manage project budget, supervise and support all project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. Ensure all project outcomes are completed on time and within budget. Meet with leadership and partners monthly to review progress, address barriers; facilitate coordinate project leadership meetings. Provide data to evaluator, project leadership for monitoring progress and reporting, reach out to new partners to provide new opportunities and experiences for collaboration for district and students. Ensure district and partners adhere to Assurances.

Curriculum Director, Gifted Coordinator, Federal Programs Grant Manager, Professional Development Coordinator; 22 years in Education (9 as a Teacher, 13 as an Administrator). Collaborator on Higher Education Alignment Grant Project with Ohio Hi-Point Career Center and Collaborator with Midwest Regional ESC on Straight A Grant to make funds available to teachers to earn CCP credentials. Race to the Top Grant Manager for Benjamin Logan Local School District. Completed the Ohio School Leadership Institute sponsored by BASA and the Center for Creative Leadership, 2013-2014

Grant writer and recipient of many grants including most recently $8,000 for STEM from Honda of America, $10,000 for Advanced Placement Networks, and $60,000 for participation in the Ohio Performance Assessment Pilot Project.

Superintendent's Licensure, MA Ed: Curriculum & Instruction, Gifted Education Endorsement BS Ed, Marketing Education

Robert Walter
Middle School Principal

Building level leadership focused on the End of Participated in Ohio’s 1st Developed and implemented a

Masters of Education
Average and personalized learning initiatives

Personalized Learning Design Lab, Member of Benjamin Logan School District Leadership Team with focus on Technology Initiatives

blended classroom including flipped classroom and project based learning.

Administration Bachelor of Art in Secondary Education

| 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 director in program management; facilitate community engagement; support HS pathway design; 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 planning and design in over 30 Ohio counties as well as Madison Heights Michigan and Baltimore MD. 25 years as educational professional and consultant; experienced school leader and highly recognized educational innovator; supported design of two STEM early college high schools (iSTEM Geauga Early College and New Hope Christian Academy STEM Early College HS) and one K-5 STEM school (Herbert Mills Elementary in Reynoldsburg); | 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 Business Alliance on their Community Connector grant. Technical Assistance Coach/Business Development Manager for KnowledgeWorks Foundation, EDWorks division. HS Principal, community school founder, ESC Director, widely recognized for school design and non-academic barrier to learning program design; past national blogger for Parent Further - a family engagement initiative of Search Institute; U.S. Department of Education (USDOE) Ohio representative on Regional MA-Ed Policy/Leadership and BS-Education The Ohio State University; 7-12 principal and comprehensive social studies licenses | 15 |
Advisory Committee (RAC) to conduct educational needs assessment by requesting input from stakeholders throughout Ohio used to guide federal decision making regarding reform efforts for the USDOE Comprehensive Technical Assistance Center. National stakeholder focus group member for organizations such as Search Institute and The Learning Accelerator.