### Budget

ESC of Central Ohio (046938) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (106)

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

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation** 0.00

**Remaining** -994,500.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
BRIGHT STAT: School Turnaround and Transformation in Ohio's Low-Performing, High-Poverty Schools

2. Project Tweet: Please limit your responses to 140 characters.
BRIGHT STAT promotes organizational coherence and human capital management committed to turning around low-performing, high-poverty schools. 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.

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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.

The numbers presented reflect the participation of 33 principals in year one and an additional 35 principals each subsequent year in BRIGHT STAT. Each principal will lead a low-performing, high poverty school. The actual schools in which principals are not yet known. Estimates are based on the following method: The average enrollment statewide for a school with at least 50 percent poverty is 412. It is estimated that the first cohort of principals will impact 13,596 students and each additional cohort will impact 14,420 new students each subsequent year. Altogether, the program will impact nearly 71,276 students statewide over the five-year period of the grant. An additional 15,000 students could be indirectly impacted by the project as a result of knowledge sharing and online membership to communities of practice.

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

First and last name of contact for lead applicant
Thomas Reed

Organizational name of lead applicant
ESC of Central Ohio

Address of lead applicant
2080 Citygate Drive, Columbus, Ohio, 43016

Phone Number of lead applicant
614.542.4150

Email Address of lead applicant
tom.reed@escco.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

☐ Yes
☐ No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☐ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

3 out of every 10 schools in Ohio have D’s and F’s on local report cards. Many serve high-poverty communities. Clearly, Ohio has a moral imperative to identify, train, and place its best leaders in failing schools and support them for long-term success. Yet, organizational coherence and specialized principal training is consistently absent. In Turnaround schools, talent matters. But talent alone is insufficient. High-need schools require organizational coherence, a coordinated focus on its resources, systems, and processes with a collective focus on improving student outcomes (Welton & Robinson, 2015). Lack of coherence leads to lack of principal support. Lack of support results in leadership attrition. Nationally, fifty percent of new principals quit after three years. (Churn, 2014). Just as the medical profession trains general practitioners and critical care physicians differently, so too must the training and supports for turnaround principals be specialized.

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

BRIGHT STAT leverages technology to accurately assess, promote, and monitor organizational coherence, sustain change, and apply proven...
Human Capital Management practices to improve training and retention of highly-specialized turnaround leaders. BRIGHT STAT includes an online self-assessment of organizational coherence across five dimensions: leadership (vision and communication), instruction, curriculum, the learning ecosystem, and professional learning. Each of these is monitored through a Performance Dashboard. The Performance dashboard maps each dimension to a seven-stage Rubric. Stage 1 represents beginning indicators of a dimension. For example, Stage 1 Leadership is described as: "The Superintendent has communicated a need to transform teaching and learning in the lowest-performing schools; a team has been formed to serve as the district turnaround Steering Committee; a Theory of Action has been developed for the transformation of teaching and learning; stakeholders have been identified and engaged in activities around the construction of the vision." By contrast, Stage 7 represents the most advanced level of attainment. Stage 7 Leadership is characterized as: "District leadership communicates with all stakeholders on a regular basis about the measureable, observable progress of school turnaround how it affects teaching and learning; the district's vision is updated to reflect comprehensive needs of the communities in which turnaround efforts are focused." BRIGHT STAT’s Theory of Action is designed to get each turnaround school to Stage 3 in all 5 areas by the end of Year 1. This includes establishing teacher teams, setting goal cycles, celebrating wins, and seeing classrooms shift to turnaround learning environments. Rigorously screened and selected from a pool of traditional and non-traditional leaders, BRIGHT fellows enroll in OSU's Fisher College of Business, earn an MBA, and concurrently serve in a one-year, full-time residency under the mentorship of an experienced turnaround principal and a highly-effective master teacher. These candidates are also matched with an Ohio-based, Fortune 500 C-suite executive for a one-of-a-kind business mentorship. The innovation promotes a professional learning network for turnaround principals through a blending of face-to-face meetings and digital content as BRIGHT Fellows attain micro-credentials in the five dimensions. The Professional Learning Model will help turnaround principals to articulate newly acquired knowledge, access watch and learn videos, short segmented, to promote common language across the turnaround network and will build fluency through performance tasks. Finally, principals will practice skills by participating in simulations that apply knowledge and skills. With experience, time, and practice principals will acquire Mastery. Also, coaching experts from Darden/Curry Partnership for Leaders in Education (Darden/Curry) will support BRIGHT BRIGHT Fellows after they are assigned to their buildings to 1) analyze and use school-specific data; 2) identify student populations who are most at risk; and 3) develop targeted inventions for those students. Beginning in Year 2, BRIGHT Fellows will take on mentoring a new group of principals-in-training and a new group of BRIGHT Fellows. Future cohorts will emerge to serve as coaches. This creates a self-sustaining cycle of coaching support that will continue in subsequent school years. This innovative approach to Human Capital Management and Talent development mixes business and instructional leadership education like no other principal preparation program in Ohio or the nation.

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.*

BRIGHT STAT’s corps of specially-trained principals and system for enhancing and monitoring organizational coherence will: - Increase student performance on standardized tests - Increase performance index scores in the lowest performing schools - Decrease achievement gaps between lowest 20% and other student sub-groups - Improve instructional leadership in the schools with BRIGHT STAT principals - Reduce turnover rates of turnaround principals - Reduce turnover rates of effective teachers who serve in schools with BRIGHT STAT principals - Increase family engagement in schools with BRIGHT STAT principals Desired outcomes are ambitious, but attainable, and they are essential to turning around persistently low-performing schools. These outcomes align to the specific indicators described in question 9 (a) (iv) below, which offer more detail on how each outcome will be measured.

**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.*

BRIGHT STAT assumes the following for these outcomes to be realized: 1) Enhancing coaching and supports for BRIGHT Fellows will result in increased student performance. 2) Providing on-going coaching and supports to annual classes of BRIGHT Fellows will result in better-equipped leaders and increased student achievement. 3) Well-supported principals become strong, confident leaders, who are comfortable managing in challenging environments, focused on cultivating future leaders from within and committed to leading their buildings for at least three years. 4) Well-supported principals provide strong support to teachers impacting teacher effectiveness and lowering turnover of effective teachers. 5) Improved teacher effectiveness results from strong principal support, leads to increased student performance and student growth. 6) Well-supported principals build a strong sense of community in their schools and increased family engagement in the learning process.

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

The research is clear. Strong principals positively impact student achievement; weak principals negatively affect student achievement. School leadership is second only to classroom instruction among all school-related factors that contribute to student success in school (The Wallace Foundation, 2004). Other studies show that principals account for 25 percent of a school’s total effect on student achievement (Marzano, 2005). A highly effective principal can raise student achievement by two to seven months of learning in a single year. Conversely, ineffective principals can lower student achievement by the same amount (Branch, 2013). How? Great principals attract and retain great teachers, and great teachers have the greatest impact on student achievement. When asked what determines whether or not they stay at a school, 24 out of 25 teachers say that the principal is the single greatest factor (New Leader, 2015). In schools that face difficult circumstances, successful leadership matters even more (Leithwood, 2004). In fact, there is not a single documented case of a low-performing school that has been successfully turned around without a talented leader (Leithwood, 2006). Unfortunately, over one-fifth of new principals leave within two years. Those placed in persistently low achieving schools are most likely to leave (Burkhauser, 2012). Leadership attrition can lower teacher retention rates and negatively impact students (Beteille, 2011). Successful turnaround leaders possess highly-specialized competencies requiring different training from most other successful leaders in already high-performing organizations (Public Impact, 2011). BRIGHT STAT’s super-competencies are based on the best research and anchored in collaboration, managing vision and purpose, change leadership, strategic perspective, leading teams, driving results, emotional intelligence, caring for children, cultural leadership, instructional leadership and ethics. Typical human capital management strategies are not designed to recruit, select, and retain bold talent needed for turnaround schools (Public Impact, 2011). Turnaround leaders must implement consistent leader
actions” to drive quick, dramatic organizational change that are driven by competencies (Public Impact, 2014). Human Capital Management practices must accurately identify these competencies in the talent pool and provide ongoing support to turnaround leaders to foster growth. One support strategy proposed in BRIGHT STAT is the assignment of turnaround coaches to BRIGHT Fellows. Principals who participate in formal mentoring programs have higher evaluation ratings (Grissom & Harrington, 2010). Coaching also has a positive impact on leadership development. A study of a coaching and 360 feedback program found participants increased their leadership effectiveness by up to 60 percent (Thach, 2002). Effective coaching reduces principal attrition, reduces principal isolation and builds leadership competencies (Churn, 2014). Principals also benefit from serving as coaches to other principals, a sustainability strategy in BRIGHT STAT. Principals who coach peers gain a better mastery of and develop positive attitudes toward the subject matter (Carberry, 2008). Active principal coaches also benefit socially and emotionally from the experience, describing reduced feelings of isolation and frustration, often cited as a primary factor for principals leaving their positions (International Journal of Mentoring and Coaching in Education, 2012).

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).

ESC project evaluators, in collaboration with BRIGHT, will use the following indicators to measure progress: -Increased student achievement based on the performance index measure in schools where BRIGHT Fellows are assigned -Increased academic growth among students in buildings where BRIGHT Fellows are working, based on Ohio’s value-added metric -Improved instructional leadership as measured by both Ohio’s Principal Performance Rating Rubric and BRIGHT’s Performance Rating Rubric -Lower turnover rate of BRIGHT Fellows who have received coaching supports as compared to non-BRIGHT principals leading similar high-poverty, low-performing schools -Lower turnover rate of effective teachers serving in schools led by BRIGHT Fellows as compared to the effective teacher turnover rate in similar high-poverty, low-performing schools -Increased parent engagement based on teacher perceptions and observations gathered from surveys of teachers in buildings led by BRIGHT Fellows.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison. Baseline data will be established when BRIGHT Fellows are assigned to their buildings. The baseline year will be the year before the principal begins service. Similar baseline data will be established for each subsequent group of placed principals. To measure changes in student performance, project evaluators will collect state assessment data for all tested subjects and grades in schools where principals are placed, and for a set of matched comparison schools (see the discussion under question 26). Other student performance measures will include student engagement indicators such as school attendance rates, school discipline incidents, and analysis of gap closing between student subgroups.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
The ESC and BRIGHT will work collaboratively to monitor grant performance and results through quarterly meetings and quarter review of program implementation timelines and measures. Additionally, through its strong partnership with Darden/Curry and the assessments embedded in BRIGHT, the ESC and BRIGHT will constantly monitor the performance of BRIGHT Fellows and coaches in the attainment and application of super competencies (action plan design and execution, teacher observation and feedback, teacher leadership and data-driven instruction and instructional leadership) and their ability to spread their unique knowledge and skills to other colleagues. BRIGHT is structured to constantly monitor impact and is committed to making necessary programmatic adjustments in each of its anchor activities to alter the course of the project and ensure continuous improvement and maximum impact.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes. Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes. 
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized? Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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

iv. Please enter the Net Cost Savings from your FIT.

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

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

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#### 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.*

BRIGHT STAT is a shared service model among four of Ohio's largest urban school districts designed to build capacity and deliver coaching and support to a corps of future school Turnaround leaders in low-performing, high-poverty schools. The desired outcomes for this shared service are: 
**Increased number of schools and students who benefit from the leadership of BRIGHT Fellows in the corps** - Increased number of BRIGHT Fellows in the corps providing support and coaching services to future BRIGHT Fellows -100% "Effective" and/or "very effective" ratings for BRIGHT Fellow coaching and support provided by corps members by those receiving it - Enhanced knowledge sharing for both BRIGHT and non-BRIGHT cohorts of principals through communities of practice - Increased access to and use of Organizational Coherence framework by both BRIGHT and non-BRIGHT cohorts of principals

### 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.*

For this outcome to be realized, the following assumptions must be true: 
1) BRIGHT's approach to principal training and supports will have a significant impact on student achievement, as explained in question 9 (a) (student achievement) above. 2) The activities funded through this grant will have significant impact on the development of principals-in-training and BRIGHT Fellows, and ensure principals can serve as coaches in the future. 3) BRIGHT will continue its principal training program throughout the impact period and will ensure the availability of principals in the corps who have been trained to provide the specified coaching and supports. 4) High level of organizational coherence is a critical condition for school leaders to thrive. 5) Organizational coherence can be observed, measured, and shared through communities of practice.

### 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.

In "Managing Complex Change" (1987), Delores Ambrose asserts that sustainable change results from the presence and alignment of seven components of an organization: leadership, shared vision, skills, resources, incentives, strategy, and governance. -- Without leadership, there is confusion. -- Without shared vision, there is sabotage. -- Without skills, there is anxiety. -- Without resources, there is frustration. -- Without incentives, there is resistance. -- Without strategy, there are false starts. -- Without governance, there is corruption. Research and consultation with experts indicate that the activities being funded will have a significant impact on the corps of BRIGHT Fellows. Coaching can be a vital part of school leadership practice, development and sustainability (Clandinin et al., 2013). Participation in formal coaching programs is associated with higher performance ratings from teachers (Grissom & Harrington, 2010). Coaching, when combined with other methods of feedback, can increase leadership effectiveness by up to 60 percent (Thach, 2002). Principals benefit from guidance, support and reflection of practice with an experienced and trusted leadership coach (Talley, 2011). Coaches and mentors equally perceive the process to be gratifying and informative (Parylo, 2012). Coaching promotes relationship building among the leaders of the district and reduces the feelings of isolation often tied to being a principal (Parylo, 2012). BRIGHT has an existing business model that will support its continuation at least through the next five years. The model relies on the commitment by Ohio businesses to continue to support the program, as well as anticipated commitments from foundations, philanthropies and, ultimately schools districts.

### iv. The specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

The project will use four indicators to monitor progress toward the desired outcomes related to being a shared service. Indicator #1: Number of school districts and school buildings benefiting directly and indirectly from BRIGHT STAT Indicator #2: Number of BRIGHT turnaround principals who are members of the corps and provide support and coaching to other principals Indicator #3: Percentage of individuals receiving coaching who indicate that coaching and support provided by corps members is "effective" or "very effective" at improving the super-competencies of those receiving the support Indicator #4: Participation of BRIGHT and non-BRIGHT principals in communities of practice Indicator #5: Progress to Stage 7 on the BRIGHT STAT Organizational Coherence rubric in the areas of Leadership, Instruction, Curriculum, Ecosystem, and Professional Learning
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.

There is currently no baseline data since principal placements will not be finalized until the 2016-17 school year. In 2016-17 at least 33 BRIGHT Fellows will provide support through the corps. In 2017-18 at least 68 (33+35) BRIGHT Fellows will provide support and coaching. In 2018-19 at least 103 (33+35+35) BRIGHT Fellows will provide support and coaching. In subsequent years, there will continue to be over 100 BRIGHT Fellows providing support and coaching through the corps. Principals receiving coaching and support through the corps will rate the effectiveness of their coaching and support as part of an annual survey. The ESC and BRIGHT will maintain records from BRIGHT and non-BRIGHT communities of practice demonstrating evidence of impact. Schools will complete annual assessments of organizational coherence in the areas of Leadership, Instruction, Curriculum, Ecosystem, and Professional Learning.

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

BRIGHT STAT will use feedback systematically collected at regular intervals from BRIGHT participants to reflect the extent to which their training activities support effective leadership. This feedback will then be used to adjust the nature of the training-year supports and coaching in subsequent years. The ESC and BRIGHT will also review program outcomes and progress toward deliverables at quarterly oversight meetings. BRIGHT is structured and staffed to constantly monitor impact and is committed to making necessary programmatic adjustments in each of its anchor activities to alter the course of the project and ensure continuous improvement and maximum impact.

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

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

C) BUDGET AND SUSTAINABILITY

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

- a. Enter a project budget in CCIP (by clicking the link below)
  Enter Budget
- b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)
- c. Upload the Financial Impact Table (by clicking the Upload Documents link below)
  Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

$994,500.00 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.

The $994,500 budget will support Purchased Services on behalf of participating districts by grant partners. 1) TURNAROUND PRINCIPAL COACHES will be employed through the ESC Council of Governments on behalf of consortium districts. Turnaround coaches will be paid a stipend not to exceed $250 per week per BRIGHT Fellow up to 40 weeks. There will be 33 BRIGHT fellows in Year 1 ($330,000). 2) ORGANIZATIONAL COHERENCE PLATFORM powered by Modern Teacher will incur the following costs: A) Training and facilitation on using the web-based tools, resources, and reports ($38,000) B) Platform licensing agreement ($346,500) 3) PROJECT COORDINATION AND MANAGEMENT by the Educational Service Center of Central Ohio for the following grant activities: A) Facilitation of organizational coherence self-assessments and development of BRIGHT STAT teams ($36,000) B) Coordination and support for Turnaround Coaches for BRIGHT Fellows ($24,000) C) Collection and distribution of shared knowledge through communities of practice ($12,000) D) Grants management and fiscal oversight over the duration of the grant ($48,000) E) Project Evaluation and compliance reporting in the CCIP over the duration of the grant ($80,000) 4) TURNAROUND PRINCIPAL TRAINING by Darden/Curry at the University of Virginia ($80,000)

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

  0.00 a. Sustainability Year 1
  0.00 b. Sustainability Year 2
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 shown in the Financial Impact Table, there are no sustainability costs for this project starting in FY2018. By accepting admission into the training program, BRIGHT Fellows are obligated to participate in a principal corps of support to sustain the project services being funded by this grant request. During the 2016-17 school year, BRIGHT Fellows will receive the coaching support described in the grant proposal from contracted providers. Similarly, during the 2016-17 school year, those individuals who become BRIGHT Fellows will be the recipients of the coaching and supports from Darden/Curry. Beginning in 2017-18, the first year of sustainability, the BRIGHT Fellows will be serving their second year as principals and will take on the responsibility of providing the mentoring and support for a new group of BRIGHT Fellows that year. In each subsequent year, the pool of working principals who are BRIGHT alumni and members of the principal corps will grow. Together with leverage web-based technology tools, this cycle allows the program to be self-sustaining starting in FY2018 and continuing in subsequent years. As part of its agreement, BRIGHT assumes the costs of on-going program administration.

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.

Since the project anticipates no sustainability costs, there are no cost savings required to support sustainability. However, cost savings are anticipated through reducing school leader attrition and turnover. Also, indirect cost savings may be realized by reducing the need for school-based interventions over time as student performance and gap closure indicators improve. The program is expected to generate significant cost savings for the districts that ultimately hire BRIGHT Fellows as principals. When a school district hires a BRIGHT Fellow, it saves the cost of preparation, mentoring, continuing education and other hiring costs. Each BRIGHT Fellow who hired and placed as a principal saves a school district up to $55,500 in hiring costs, and potentially more if the individual stays in his or her placement district (Churn, 2014). Training between 30 - 35 principals each year, the potential savings for Ohio’s four largest urban school districts is about $1.5 million each year. Worth noting is that over $400,000 of the savings comes directly from the coaching program proposed by this grant, which provides valuable supports to BRIGHT Fellows.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds. Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

There are no reallocated funds.

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
22. Implementation (grant funded start-up activities)

a. Date Range: September 2016 to June 2017

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

By September 2016: A. BRIGHT Fellows begin their principalships. B. Experts from Darden/Curry begin working with BRIGHT Fellows on the following: 1) Critically analyze and interpret building performance data 2) Identify and understand students most at-risk (OCT 2016) 3) Identify the best interventions to be provided to at-risk students (OCT 2016) 4) Apply/monitor implementation and impact through Data Team structures. C. Turnaround coaches begin working with BRIGHT Fellows supporting mastery of super-competencies 1) Baseline measures of super-competencies assessed quarterly a) Action plan design and execution - Diagnose school needs, develop goals (one academic, one culture), measure progress b) Teacher observation and feedback - Conduct classroom observations, prepare notes with actionable feedback c) Team leadership and data-driven approach - Task grade-level or department teams with instructional responsibilities and a culminating presentation of team accomplishments and ongoing challenges d) Instructional leadership skills - Present small- and whole-group instruction and debrief to assess growth-over-time D. Complete organizational coherence self-assessment By December 2016: A. Darden/Curry experts guide BRIGHT Fellows in monitoring interventions provided to at-risk students and facilitation of Data teams B. Turnaround coaches complete super-competency formative assessment #1 C. BRIGHT Fellows and turnaround coaches participate in organizational coherence training Days 1-2 By March 2017 A. Darden/Curry experts support monitoring student progress and facilitating Data teams B. Turnaround coaches complete super-competency formative assessment #2 C. Organizational coherence, Days 3-4 By June 2017: A. Darden/Curry experts support assessment of goal attainment B. Turnaround coaches complete super-competency assessment C. BRIGHT Fellows compete super-competency self-assessment D. Organizational coherence, Days 5-6

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

a. Date Range: July 2017 - June 2022

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

Beginning in July 2017 and annually thereafter, the ESC will collaborate with BRIGHT to match prior year BRIGHT Fellows as mentors for incoming BRIGHT Fellows. A. Mentors will work with new BRIGHT Fellows to promote mastery of super-competencies: 1) Baseline measures of super-competencies for new BRIGHT Fellows a) Action plan design and execution b) Teacher observation and feedback c) Team leadership and data-driven approach d) Instructional leadership skills B. Complete organizational coherence self-assessment Over the course of the year, the ESC and BRIGHT will monitor mentoring activity, and provide direction, oversight and course correction as needed. Each subsequent year will continue in the same pattern: principal corps members will be assigned to BRIGHT Fellows and will implement a specific set of year-long activities. By December: A. Mentors guide new BRIGHT Fellows in monitoring interventions provided to at-risk students and facilitation of Data teams B. Mentors assist new Fellows in completion of super-competency formative assessment #1 C. New BRIGHT Fellows complete organizational coherence modules #1-2 By March 2017 A. Mentors support new BRIGHT Fellows in monitoring student progress and facilitating Data teams B. Mentors assist new Fellows in completion of super-competency formative assessment #2 C. Organizational coherence, Modules #3-4 By June 2017: A. Mentors support new BRIGHT Fellows in assessment of goal attainment and plan revisions B. Mentors assist new Fellows in completion of super-competency assessment C. Organizational coherence, Modules #5-6 ESCCO and BRIGHT will monitor and adjust the activity as needed to achieve continuous improvement.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution. The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The expected instructional and organizational changes for schools that benefit from better-supported and coached principals include improved leadership and organizational practices in the following: Bright Fellows will: 1) foster a culture of collaboration among teachers, staff, parents and other key stakeholders, altering the culture of the organization and affecting the quality of instruction. 2) communicate a compelling vision for the future of the school and mobilize others to contribute to the school's vision and purpose. 3) support and encourage diversity, new ideas and out-of-the-box thinking, enabling all to contribute to the organizational direction of the building. 4) consider all relevant information when making a decision and developing a strategic approach. 5) provide constructive feedback and ensure that faculty and staff perform at optimal levels. Expectations will be high, but so will supports and will impact both instructional delivery and organizational
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:

Thomas G. Reed, Ph.D. ESC of Central Ohio 2080 Citygate Drive Columbus, OH 43219

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

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

The evaluation plan will focus on two research questions: 1) What impact does coaching have on the effectiveness of principals-in-training and BRIGHT Fellows? BRIGHT STAT will collect two data sets. A. Scores of BRIGHT Fellows on BRIGHT’s Performance Rating Rubric and the Ohio Principal Performance Rating Rubric. These rubrics will be used quarterly to assess overall effectiveness. B. Two surveys aligned to the performance rubrics. 1) The first survey will be administered to recipients of the coaching to gauge their perceptions of the impact of external coaching on their development in each assessment competency. This survey will be administered quarterly. 2) The second survey will be administered to assigned building principals to gauge perceptions of the role of external coaching in the growth of principals-in-training serving under them. Descriptive statistical analyses (comparing means) will be performed to identify how perceptions of coaching relate to improvement in assessed competencies. The surveys will be structured to also provide information to support improvements to the coaching program and will be used as a feedback mechanism to drive overall refinements. This cycle will be repeated each year. 2) What impact do BRIGHT Fellows receiving coaching support have on school building and student performance and organizational coherence? BRIGHT STAT will use a quasi-experimental design by identifying similar non-BRIGHT led buildings to create a matched pair of "control" buildings to compare to the "treatment" buildings led by BRIGHT Fellows. Matched buildings will be identified with similar size, grade level and student demographic characteristics, and with new principals who do not benefit from training or coaching. This matched-pairing process will allow for comparative analyses between the "treatment" and "control" buildings to identify the extent to which "treatment" buildings are experiencing changes to student outcomes and teacher performance in a statistically significant way from the "control" buildings. The evaluation team will collect building-level student achievement and value-added data for the year prior to principal placement for both "treatment" and "control" buildings. This will serve as baseline data. During each year of a principal's service, the follow data will be collected: A. Student achievement and value-added data from Ohio’s summative end-of-year assessments 1) Student data will be collected and reported at the grade and subject level 2) Student data will be disaggregated into standard subgroups B. Teacher performance data 1) Evaluation data collected in eTPES will serve to indicate improvement in classroom instruction C. Organizational coherence data 1) Self-assessments of organization coherence aligned to a seven-stage rubric in the areas of Leadership, Instruction, Curriculum, Ecosystem, and Professional Learning. Predictive quantitative analyses (ANOVA, T-Tests) will be performed to identify changes in student performance and organizational coherence over time in the control and treatment groups. Qualitative data will be collected through interviews with placed principals designed to identify relationships between actions taken and coaching received and changes in student performance by grade, by subject and, as appropriate, by teacher. These data will also be analyzed to identify relationships between perceptions of coaching impact and actions taken to changes in teacher performance from one year to the next. All data collection and use will strictly comply with state and federal privacy laws.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

This project has a high likelihood of successful scaling, expansion and replication. By design, each year there will be more members of the principal corps to provide support to more and more BRIGHT Fellows each year. And while the principal corps members’ obligation to participate ends after three years, it is anticipated that many corps members will voluntarily choose to continue their service beyond their commitment period. Additionally, to the extent that BRIGHT continues to prove its success in training highly effective principals to serve in low-performing, high-poverty schools, districts will be able to apply to have BRIGHT Fellows deployed in their schools. There are two types of potential replication. Large districts will be able to adapt the BRIGHT model to their overall principal training program. Mid-size and small districts likely will not have the need to deploy their own training program. But they may be able to benefit from joining together with like-situated districts to support a regional and/or consortium training approach operated through an ESC. There is a high likelihood that the use of coaches to support training and placement of turnaround principals will be useful beyond the context of the partners served in this project proposal. The open-interface structure of the program enables an outflow of information that can help inform and drive principal leadership strategies across the state. Finally, as the BRIGHT program matures, it will be the subject of academic studies and other analyses that will be published and reported. The richness of the available data, both in terms of the training experience and the impact of trained individuals on...
student, building and teacher performance will be highly appealing to researchers and those wishing to further test and validate the turnaround principal training and coaching model.

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).

Thomas G. Reed, Executive Director
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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### Implementation Team

| First Name | Last Name | Title                        | Responsibilities                                                                                                                                                                                                 | Qualifications                                                                                       | Prior Relevant Experience                                                                 | Education                                                                 | % FTE on Project | Delete Contact |
|------------|-----------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------|----------------|----------------|
| Thomas     | Maridada  | President of BRIGHT         | Oversee the grant on behalf of BRIGHT. Manage critical partnerships among the ESC, OSU Fisher College of Business, Ohio Business Roundtable, and Darden/Curry at the University of Virginia. Manage relationships with district leaders in consortium. | Distinguished 25-year career in education. Served as "school turnaround specialist" for some of the most challenging schools and districts in the country and served as a leader of two national exemplary schools. | Prior to joining BRIGHT, Dr. Maridada served as National Director of Education Policy, Practice and Strategic Initiatives for the Children's Defense Fund in Washington, D.C. Dr. Maridada boasts a twenty-five year career in education as superintendent, principal and classroom teacher of several urban school districts in Michigan, including Pontiac, Inkster, Wayne County, Southfield, Oak Park, Troy and Bloomfield Hills. He was named "Michigan Superintendent of the Year" by the National Association of School Administrators. He has served as a "school turnaround specialist" for some of the most challenging schools and districts in the county. | BA, University of Detroit, Mercy Jesuit Univ MS, Wayne State University PhD, University of Pennsylvania | 100              |                |
| Thomas     | Reed      | Executive Director          | Budget/Grant Oversight Track and verify all partner/district expenditures, Monitor/approve all requisitions and purchase orders, Create monthly, quarterly, annual fiscal monitoring reports Budget Development Compile budget information for CCIP, Set up and maintain program budget, | 2006-Present, Executive Director, ESC of Central Ohio, Columbus, OH; Plan, implement, and monitor evidence-based professional learning, educator quality, and Turnaround, Transformation, and Innovative school improvement initiatives on behalf of school districts, community schools and the Ohio Department of | Strategic Data Fellow, Center for Education Policy Research, Harvard University, Cambridge, MA; The Strategic Data Project (SDP) trains data strategists with superior skills in collecting, analyzing, and communicating with data for K-12 | Ph.D., Educ. Ldrshp, Ohio State Univ., 2006 M.S., Educ Admin, Univ. of Dayton, 1994 B.S., Elem Education, Ohio State Univ., 1985 | 15               |                |
Ensure alignment with appropriate USAS codes, Submit budget modifications, Maintain detailed record of budget changes, Invoice/Billing Oversight Invoice Straight A Fund for actual expenditures, Collect and document invoice detail, Respond to grant partner questions regarding reimbursement, Contracting Develop contracts for grant partners, consortium districts, sub-contractors, Track completion of contract deliverables, Communications and Correspondence, Ensure adherence to open meeting law, Respond to FIA public records requests as required, Serve as point of contact for Ohio Department of Education, Auditor of State, Office of Governor, Ohio General Assembly Responsibilities Specific to Lead Applicant Enact required compliance audits, Ensure compliance with competitive bidding practices, Complete/submit reports to ODE and/or the Straight A Governing Board and support with appropriate documentation, Maintain and provide access to records as ODE or the Straight A Governing Board and authorized representatives conduct audits authorized by state statute, Ensure that no person is excluded from participation from grant related activities on the ground of race, color, national origin, handicap or sex, Cooperate in evaluations as requested by ODE or the Straight A Education, Supervise and collaborate with consultants and contractors in the areas of standards-based instruction and assessment, gifted education, school leadership, accountability and data, STEM, dual enrollment, and blended learning. Served as principal author and project lead for more than $30M state and federal grants and foundation proposals. Manage 21 budgets annually from both state and federal sources, grants, and contracts. 2005-2006; Principal, Beechcroft High School, Columbus, OH; Managed daily operations for, provided visionary leadership to, and ensured safety and academic success of 850 students served by 65 certificated faculty and 18 classified staff in a college preparatory urban high school. 2003-2005; Novice G. Fawcett Scholar, Ohio State University, Columbus, OH; Served as an administrative and quantitative research assistant to Dr. Wayne K. Hoy, Novice G. Fawcett Chair of the College of Education, School of Educational Policy and Leadership. Examined effects of leadership of academic performance and identified indicators of success in high-performing schools. 2001-2003; Superintendent, Jackson Center Local, Jackson Center, OH; Administered and evaluated educational programming for a K-12 public school district, managed the district's operating budget, facilities, and support services, successfully planned, passed, and executed an Ohio School Facility Commission (OSFC) education. State Support Team, Region 11; Provided NCLB technical assistance and Ohio Improvement Process planning, implementation and monitoring support for 49 public school districts and 87 community schools in seven-county region in Central Ohio on behalf of the Ohio Department of Education. Director of Curriculum, Shelby County ESC, Sidney, OH; Supported the successful implementation of standards-aligned curriculum, assessment, and instruction, professional development and strategic planning for 250 teachers in seven school districts. Classroom Teacher, Jackson Center Local, Jackson Center, OH; Developed and delivered evidence-based instruction, intervention strategies and enrichment activities for middle grades learners in math, English language arts, and social studies.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Iden</td>
<td>Operations Director for BRIGHT</td>
<td>Engage with program administration on behalf of BRIGHT. Communicate progress on grant deliverables to project partners. Collect data related to timelines and project outcomes.</td>
<td>Prior to joining BRIGHT, Mr. Pirasteh worked at Mission Essential Personnel where he was integral in securing a $716M contract to support U.S. forces deployed overseas. BA, The Ohio State University</td>
</tr>
<tr>
<td>Scott</td>
<td>Coordinator, Principals Resource Network</td>
<td>Responsibilities will include: -Monitor daily program activities - Update Bright officials quarterly on progress of program - Provide summary data to the Bright office - Monitor the progress of the BRIGHT Fellows in the field - Monitor the progress of the coaches in the field - Provide relevant research and professional resources to coaches - Hold meetings with coaches to nurture vision of program - Visit coaches and Fellows throughout the year - Develop periodic surveys to monitor the progress of the program - Intervene if a concern arises - Provide coaches baseline guidelines and expectations of their jobs Boasts a distinguished career in public education including: Teacher Columbus City Schools, 1980-85; School Supervisor-Columbus, 1985-89 Columbus Alternative, 1989-92, Gahanna Lincoln -1992-95; Principal Oakwood High School - 1995-1998; Principal, New Albany High School -1998-2010 Coordinator, Principals Resource Network, ESC of Central Ohio Executive Coaching, Upper Arlington High School; Marysville High School, Groveport Madison High School, Columbus East High School Coordinator of Bright Principal Mentors BA, Capital University, 1989 MS, Xavier University, 1992</td>
<td></td>
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