

Budget

Heath City (044115) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (138)

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

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	29,446.00	29,446.00
Prof Development		53,427.00	9,106.00	488,000.00	0.00	0.00	38,388.00	588,921.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		53,427.00	9,106.00	488,000.00	0.00	0.00	67,834.00	618,367.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-618,367.00

Application

Heath City (044115) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (138)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Student-Driven Discovery and Learning toward College and Career Success

2. Project Tweet: Please limit your responses to 140 characters.  
Empowering students to succeed through self-awareness of their strengths, interests, and preferences and also ownership of their learning.  
*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.*

Grant Year					
Education	Pre-K Special	K	1	2	3
4	5	400 6	400 7	400 8	400 9
10	11	12			

Year 1					
Education	Pre-K Special	K	1	2	3
1000 4	1000 5	1150 6	1200 7	1200 8	1300 9
	1300 10	1200 11	1200 12		

Year 2					
Education	Pre-K Special	K	1	2	3
1000 4	1000 5	1150 6	1200 7	1200 8	1300 9
	1300 10	1200 11	1200 12		

Year 3					
Education	Pre-K Special	K	1	2	3
1000 4	1000 5	1150 6	1200 7	1200 8	1300 9
	1300 10	1200 11	1200 12		

Year 4					
Education	Pre-K Special	K	1	2	3
1000 4	1000 5	1150 6	1200 7	1200 8	1300 9
	1300 10	1200 11	1200 12		

Year 5					
Education	Pre-K Special	K	1	2	3
1000 4	1000 5	1150 6	1200 7	1200 8	

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.*

Throughout the grant year, the consortium will develop an online toolkit that includes resources such as a "My Learning Profile" and "My Learning Plan" template for students, observation checklists of look for's and listen for's to support shifts in teacher and student roles, and a strategy guide for teachers. Upon completion of the toolkit at the end of the grant year, the consortium will post all developed resources to an online website where all Ohio educators can access the tools at no cost throughout the grant sustainability years. The consortium believes the toolkit will be of value to many Ohio districts as they implement career advising plans, implement personalized learning, and work to prepare every learner for future success. As others in the state utilize the newly developed toolkit resources, the project has the potential to impact not only the students in the consortium district but the more than one million students in grades 4-12 across the state of Ohio.

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

First and last name of contact for lead applicant  
Kelly Holbrook

Organizational name of lead applicant  
Heath City Schools; IRN: 044115

Address of lead applicant  
107 Lancaster Drive, Heath, Ohio 43056

Phone Number of lead applicant  
(740) 522-2702

Email Address of lead applicant  
kholbrook@heath.k12.oh.us

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, 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

Our districts are committed to preparing every student to succeed in the college or career path of their choice. To date we have mostly focused college and career preparation on high school coursework and the school counselor role. This has laid an important foundation; however, academic challenges remain that indicate a necessary shift in teacher classroom practice via a new, innovative approach that personalizes learning to engage every student. Since we serve diverse student populations with up to 67% economically disadvantaged, up to 15% students with disabilities, up to 37% non-white, and a variety of interests and backgrounds, we struggle to identify and meet the unique needs of each learner. Specifically, challenges include accelerating academic progress, engaging secondary level students, and low academic performance at the middle school level. We believe that a shared cause of these challenges is the inability to fully identify and respond to the unique needs of every learner.

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

Together our districts will take an innovative, sustainable, and scalable approach to identify and respond to the unique needs of every learner so that every student is prepared to succeed in the college or career path of their choice. We apply this theory of action: IF (A) students become self-aware of their unique strengths, interests related to career goals, and learning preferences (i.e., how they learn best) and they develop agency and ownership of their learning, and (B) teachers shift their practice to personalize learning in response to unique student needs and in support of fostering student agency, THEN students will be more engaged in their learning and better prepared to navigate relevant pathways toward an exciting, successful future. This innovative and potentially transformational approach shifts the teacher's role to co-designer of learning alongside the student, who becomes more self-aware, driven by interests, and engaged in a personalized path forward. Students will better know themselves, own their learning, and navigate academic choices toward their goals. Recognizing the need to affect mindset and also leverage prior investments in our high schools, the consortium will focus on changing practices in grades 6-9. English Language Arts (ELA) teachers and exceptional education teachers in an inclusion setting will participate, as well as counselors and administrators. The work will include four major components: (1) student-driven discovery and ownership, (2) development of a toolkit of resources and strategies, (3) collaborative learning and coaching opportunities to support shifts in teacher practice, and (4) local business and parent engagement essential for success. As co-designers in their learning, students will access several state-provided and other no-cost inventories to discover their unique strengths, interests, and learning preferences. Students will enter their results into an online, longitudinal "My Learning Profile" repository (to be developed in this project) to easily track and reflect upon their strengths and needs. Supported by teachers, Student Success Plans will be completed that integrate rigorous, relevant standards-based learning in the classroom. The consortium will develop an online toolkit of resources to leverage existing, no-cost resources such as those provided by the state (e.g., OhioMeansJobs K-12 Backpack, ODE Career Connections Learning Strategies, Formative Instructional Practices (FIP) modules), and fill gaps where educators need additional support to effectively respond to student needs and relevancy in the classroom. Developed resources will include a student "My Learning Plan" template related to ELA, observation checklists to support shifts in teacher and student roles, strategy guide for teachers, and community engagement planning guide among others. The consortium will also engage in a series of collaborative learning and coaching opportunities for participating educators. Learning will prepare them to: (1) understand student strengths, interests, and preferences and (2) change practice to help students explore and develop personal agency and ownership through the study of ELA. Participants will learn together through in-person learning sessions, an online discussion platform, and organized classroom visits. To fully support this transformation, we must engage parents and business leaders. Each district will develop and implement a local plan for engaging partners and parents related to student strengths, career interests, and preferences. Districts will host local forums to convey the importance of student ownership and discuss how partners and parents can support students. As a result of these efforts, we will emerge with a transformative and scalable model of how teachers can develop student self-awareness and agency in the classroom so as to prepare every student for success. Further, the toolkit will be made available to all Ohio educators.

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 fostering student self-awareness and ownership of their learning and through personalized learning and career exploration experiences in the classroom, this innovative project will increase the achievement of participating students. Rather than introduce new measures, the consortium will utilize state assessments in English Language Arts in grades 6-9 to measure changes in academic performance. The consortium anticipates improvements in these state report card metrics: (1) each district's percent of students achieving in ELA grades 6-9; (2) each district's value-added progress in ELA grades 6-9 overall as well as for students in the lowest 20% in achievement and students with disabilities; and (3) each district's gap closing measures for diverse student populations (economically disadvantaged, students with disabilities, and non-white students) in ELA grades 6-9. An increase in course retention and graduation rates, and a decrease in credit recovery needs is expected over time.

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 consortium's expectation to see a positive impact on student academic performance is based on research that indicates student self-awareness of strengths, engagement, agency, and ownership of learning positively impact student achievement (Toshalis & Nakkula, 2012; Gallup, 2010; Lopez, 2013). Achievement motivation is impacted by students' sense of connectedness (engagement) as well as their perceived ability to succeed (agency). The consortium believes that the planned project activities align closely with the research base, and through collaborative professional learning and the support of Battelle for Kids, the participating educators will change practices in meaningful ways that impact student academic performance. Engagement grows when student unique strengths and interests are recognized. For student achievement to improve, participating teachers, counselors, and administrators must have the time and commitment to engage, learn, collaborate, and change their practice.

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

Research shows a strengths-based approach fosters emotional engagement, meaning students' feelings of connectedness with school, which thereby increases student achievement. Specifically, Gallup (2014) has found that students who strongly agreed with the statements, "My school is committed to building the strengths of each student" and "I have at least one teacher who makes me excited about the future" were 30 times as likely to be emotionally engaged at school as students who strongly disagreed. An earlier study by Gallup (2010) found that students' emotional engagement with school was positively correlated with their math, reading, and science performance. Unfortunately, on average student engagement drops over time. According to the Gallup Student Poll, 76% of elementary school students are engaged while just 61% of middle schoolers and 44% of high schools are engaged. In addition to the importance of strengths exploration and engagement, research shows the importance of student agency and ownership for academic motivation and achievement. Student motivation and success are impacted by students' perception of the extent to which their own actions are self-determined (Ryan and Deci, 2000). Students must have opportunities to take responsibility for their learning, and overtime they develop greater ownership and agency. Jan Chappuis and colleagues (2011) explain: "The decisions that contribute most to student learning success are made, not

by adults working in the system, but by students themselves. Students decide whether the learning is worth the effort required to attain it... It is only when students make these decisions in the affirmative that our instruction can benefit their learning" (p. 8-9). Further, Toshalis and Nakkula (2012) explain: "No single motivational pathway or type of engagement guarantees academic achievement—each student is a unique blend of individual stories and needs... To productively appeal to those individual needs, customized approaches that differentiate instruction tend to work better than homogenizing catch-all techniques (Lawrence-Brown, 2004; Santamaria, 2009; Sapon-Shevin et. al, 2002)." Each of the consortium districts has completed ground work in these areas and seen signs of progress, but every district believes there is more work to be done to fully and deeply embed this work in their classrooms. For example, Heath City Schools has provided professional development on student engagement and learning styles as they related to the OTES process, purchased Myers Briggs for students to learn about themselves, and recently added career explorations classwork for 7th grade students. Pickerington Local is implementing a career advising plan that relies on various student inventories of strengths and preferences to inform students' course selection and students begin an electronic portfolio in grade 6 to track their data, journal, create a resume, and explore colleges. Students in Barnesville Exempted Village take the OhioMeansJobs career interest inventory; however, the district has not been able to change practices in the classroom. Lastly, Hamilton Local has seen tremendous success in preparing students academically (as evidenced by 2014-15 report card); however, the district finds many students take jobs out of high school that do not provide long term economic stability and do not pursue the college or career path aligned to their strengths and interests. The "Student-Driven Discovery and Learning" project will build on this foundation and enable each district to more deeply respond to student strengths, interests, and learning preferences, through explicit connections to ELA learning standards and career exploration opportunities as part of the state's career advising policy. The four districts are aligned in their commitment to meeting the needs of every student and engaging in this work to accelerate academic performance and prepare all students to thrive in an exciting future.

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).*

Aligned to our theory of action, the consortium will assess progress by measuring changes in student behavior and mindset through the shift in teacher practice. Specifically, the consortium will measure: (1) percent of students discovering strengths, interests, and preferences through identified inventories; (2) percent of students using the online "My Learning Profile" to co-design ELA standards-based learning plans with teachers; (3) percent of students engaging in personalized learning and assessment aligned to their identified strengths, interests, and preferences as indicated through the inventories; (4) percent of students demonstrating increased agency and ownership of learning driven by self-awareness of strengths, interests, and preferences as measured by the observation checklists; (5) percent of students engaged; and (6) percent of teachers who shift lessons to a co-design, personalized approach.

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

Student achievement will be measured as follows. (1) Percent of students achieving in ELA grades 6-8 and ELA I. SY2014-15 baseline: Barnesville 62%, 57%, 54%, 82% proficient or above in gr. 6, 7, 8, and ELA I respectively; Hamilton 91%, 78%, 82%, 84%; Heath 68%, 74%, 65%, 66%; Pickerington 87%, 78%, 75%, 88%. (2) Value-added progress in ELA gr. 6-8 and ELA I. SY2014-15 baseline: Barnesville progress overall, lowest 20%, students with disabilities: F, F, F respectively; Hamilton A, A, A; Heath F, D, F; Pickerington A, C, C. (3) Gap closure in ELA gr. 6-8 and ELA I. SY2014-15 baseline: Barnesville achievement of all students, economically disadvantaged (ED), and those with disabilities: 67%, 60%, 40%; Hamilton achievement for all, Hispanic, African American, students with disabilities: 84%, 72%, 74%, 44%; Heath achievement for all, ED, students with disabilities: 74%, 64%, 24%; Pickerington achievement for all, African American, Hispanic, students with disabilities: 84%, 75%, 74%, 48%.

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

Formal opportunities to discuss progress and necessary modifications include the mid- and end-of-year consortium advisory group meetings. Informal opportunities include the ongoing learning sessions, coaching webinars, and online collaborative platform for all participants. These forums will be opportunities to gather feedback, check in on implementation, and redirect plans and learning as needed. Also, the observation checklists of look for's and listen for's and the evaluation team's formative feedback will be used to inform the ongoing development of strategies in the toolkit. The toolkit strategies will be developed and revised directly in response to teacher and student needs. Having a relatively small group of 40 total participating administrators, teachers, and counselors plus 4 staff from Battelle for Kids will allow us to be nimble and engage in collegial conversation to advance the goals of this project. There are not burdensome governance structures to navigate; rather our collaborative learning approach will enable the consortium to respond to necessary changes with relative ease.

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?

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

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

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

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

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

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

*Note: this is the preferred 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.*

Our consortium of four diverse school districts and support partner, Battelle for Kids, creates a shared-services model that will achieve increased efficiency and effectiveness. As a result of our collaboration related to professional learning and the development of a toolkit of resources, the consortium plans to achieve the following outcomes: (1) Higher quality, intensive research-based professional learning and resources that could not be developed by districts independently; (2) Efficient, cost-effective educator learning and acquisition of skills that could not be supported, from both a capacity and financial perspective, if districts lifted this work independently; (3) Collaborative learning and sharing of lessons learned, strategies in the classroom, and parent and business partner engagement tactics. Our districts will be able to accomplish our stated goals for student ownership, engagement, and achievement only by collaborating as part of this shared-services consortium.

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.*

Our districts are unique, but we share the challenge of meeting the unique needs of every student, in particular given the diversity of our student bodies and the challenges associated with engaging students in relevant, rigorous learning aligned to their interests. Student self-awareness, ownership, and engagement are universal needs that unquestionably unite our districts around a shared problem of practice to which we can all contribute in our own ways. The outcomes of achieving high-quality resources, more efficient and cost-effective learning, and sharing of strategies will result through our planned collaboration opportunities (i.e., in-person sessions, etc). Further, Battelle for Kids has deep expertise and experience in convening and facilitating districts through such collaborative learning and resource creation. To succeed, each district must deliver on time commitments and prioritize this learning and application of strategies, which has been assured by each superintendent.

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.

According to Battelle for Kids' (2016) research review of rural collaboratives and opportunities, "a collaborative is a group of individuals and organizations working together to increase educational opportunities and raise the quality of education in rural areas through a variety of strategies, such as sharing resources, scaling up and sustaining effective programs and best practices, preparing students to be college and career ready, and communicating with and mobilizing stakeholders." Our consortium believes this definition applies to our proposed approach of coming together around a shared problem of practice, contributing our respective skills and experiences, and investing in shared learning and development of resources that can support teachers and students across classrooms in our diverse contexts (and across the state once completed). The shared-services model will enable our districts to "strengthen operations by sharing costs, resources, and expertise... to improve student performance through effective and efficient use of human, fiscal, and technological resources" and help us meet our goals in ways we "would not be able to [do] as effectively or as economically on [our] own" (Battelle for Kids, 2016). In terms of our own experiences with a shared-service model and testing these assumptions, there have been several. Barnesville Exempted Village School District is a part of the Ohio Appalachian Collaborative (OAC), a consortium of more than 20 like-

mind school districts that have joined forces to implement educational innovations, share and generate resources, and influence education and economic policy on behalf of Appalachian Ohio. Barnesville has benefited tremendously from the shared resources and learning that have been afforded by membership in the OAC. Battelle for Kids, the consortium's support partner, has convened, guided, and provided professional learning support to several successful consortia including the OAC, Ohio Teacher Incentive Fund network, Ohio Arts Assessment Collaborative, SOAR, and the Colorado Teacher Practice Network, among others.

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.*

The consortium will assess progress toward and achievement of these outcomes by measuring estimated cost savings and programmatic benefits associated with engaging in the consortium. Specifically, the consortium will measure: (1) realized cost savings through the shared-services model of collaborative professional learning and development of the resource toolkit; and (2) perceptions of the professional learning and toolkit resource quality as compared to what the districts might have developed or purchased independently in the absence of the consortium partnerships.

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.*

Estimated cost savings and programmatic benefits associated with the shared-services model will be measured. Related to cost savings through the collaborative professional learning and development of the resource toolkit, savings will be measured an estimated market value of the toolkit and professional learning. This market value will be estimated by Battelle for Kids based on its standard pricing model. To measure perceptions of the professional learning and toolkit resource quality as compared to what the districts might have developed or purchased independently, the evaluation team will survey district leaders and school participants. Baseline data is not available at this time. However, participant perceptions will be collected via survey at the start of the grant period (by 9/30/16) and time when the final toolkit resources are posted (6/30/17) to assess perceived value beyond what the districts could have developed independently.

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

Formal opportunities to discuss progress and necessary modifications include the mid- and end-of-year consortium advisory group meetings. Informal opportunities include the ongoing learning sessions, coaching webinars, and online collaborative platform for all participants. These forums will be opportunities to gather feedback, check in on implementation, and redirect plans and learning as needed. Perceptions of the quality of the professional learning experiences will be collected as part of feedback exit tickets following each in-person session. Any concerns about quality will be addressed immediately in response to this feedback. In addition, the quality of the toolkit resources will be assured through their collaborative development (i.e., peer review), teacher application of the materials and strategies in the classroom, and observation of these strategies and outcomes using the observation checklists. This testing and vetting process will ensure the final model of collaborative learning and toolkit resources that emerge are of the highest quality.

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.*

618,367.00 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 overall budget has been developed to account for all planned implementation and evaluation activities. (1) Salaries: Substitutes for teachers to attend in-person professional learning and stipends for the four teachers attending the consortium advisory group meeting over the summer - \$53,427. (2) Retirement Fringe Benefits: Benefits associated with salaried substitutes - \$9,106 (3) Purchased Services: Coordination and facilitation of all in-person and webinar professional learning sessions, creation of all toolkit resources, and management of online collaborative platform - \$270,000. "My Learning Profile" website development and maintenance - \$74,700. Online collaboration platform subscription - \$3,000. Event support and communications - \$49,484. Videos capturing classroom strategies in practice to then be included in the toolkit - \$21,000. Program evaluation - \$54,816. (4) Supplies: \$0 (5) Capital Outlay: \$0 (6) Other: Local engagement forums with parents and business partners - \$20,000 (\$5,000 per district). Travel mileage for in-person consortium advisory meetings, professional learning sessions, and classroom visits: \$3,388 total. Rental meeting space fees - \$30,000. Fiscal agent governance and oversight: \$29,446.

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

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

The consortium will sustain the project's efforts to shift teacher practice to empower student self-awareness and ownership through the continued use of the resources developed in year one of the grant. The toolkit, website, and school-based professional learning communities will be fully developed and highly utilized in the remaining years of the grant as districts turn their focus to implementation. The work of our consortia aims to change practices in a sustainable way by equipping school and district leaders, counselors, teachers, parents, business leaders, and students with the resources they need. The 2016-17 grant year will be one of intensive research, development, and learning that will benefit our districts for years to come through the full sustainability period. Our districts will continue to sustain and grow capacity for applying the classroom strategies identified in the grant year. The developed toolkit resources, which will include facilitation guides for continued learning, combined with the capacity-building and peer coaching structures already in place such as professional learning communities, will continue to serve students. Trained teachers, counselors, and school leaders will be well equipped to support their colleagues, thereby utilizing internal expertise to sustain this shift in teacher practice rather than having to hire external trainers for professional learning. This approach provides the great benefit of having no sustainability costs; rather the project is self-sustaining.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

The consortium will sustain the project's efforts to empower student self-awareness and ownership through the continued use of the developed toolkit and existing school-based professional learning communities at no additional cost beyond the grant year. Educators will continue to leverage the toolkit resources, including a strategy guide and facilitation materials, to further their practice. Due to the projection of having no sustainability costs, the consortium has not made plans for specific cost savings. However, there is the potential for cost savings through reductions in academic intervention services, course recovery enrollment, and attendance/truancy issues as a result of the improved student engagement that is anticipated as a result of this project's outcomes for student engagement. Further, our four districts will continue to benefit from involvement in the consortium and the networked improvement community that results through collaboration. Specific cost savings attributed to these benefits have not been estimated but may be added benefits of the project.

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

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

19. Please explain the source of these reallocated funds.

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

The consortium will sustain the project's efforts to empower student self-awareness and ownership through the continued use of the developed toolkit and existing school-based professional learning communities at no additional cost beyond the grant year. Educators will continue to leverage the toolkit resources, including a strategy guide and facilitation materials, to further their practice. Due to the projection of having no sustainability costs, the consortium has not made plans for specific cost reallocation of funds. With that said, there is the potential for reallocations in the future should the districts see dramatic changes in student ownership, engagement, and academic performance.

## 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 06/01/2016 - 08/31/2016

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

Planning will be led by a consortium advisory group comprised of eight district and school leaders (two from each district), four teachers (one from each district), and four individuals from Battelle for Kids' (BFK) cross-functional team that includes experts in teaching and learning, communications, and project management. A subset of the full participant group, this advisory group will lead planning in summer 2016 (6/1/16 - 8/31/16), and continue to meet and drive implementation over the course of the grant period. Following are key planning activities and milestones. (1) Consortium advisory group collaborates in a full-day meeting to plan SY2016-17 implementation and engage in design lab. Discussion will include review of research base and theory of action, review and selection of student inventories, conceptual design of the "My Learning Profile" website, scheduling of all professional learning dates and times, and preparation for the first professional learning session with all participants and initiation of toolkit resources for development over the course of the grant year (complete by 7/15/16). (2) BFK develops project plan with all milestones, calendar of professional learning, and communication plan (complete by 7/31/16). (3) District leaders engage and share high-level information with participating teachers, counselors, and administrators (complete by 8/31/16). (4) BFK initiates development of critical toolkit resources and online collaborative platform in preparation for first professional learning session (complete by 8/31/16).

### 22. Implementation (grant funded start-up activities)

a. Date Range 09/01/2016 - 06/30/2017

b. Scope of activities - include all specific completion benchmarks

Educators will engage in collaborative learning, apply new strategies to personalize learning, share strategies with school colleagues, and develop a toolkit of resources. The group will involve 16 district and school leaders (4 per district), 16 ELA teachers (4 per district), 4 exceptional education teachers (1 per district), 4 counselors (1 per district), and 4 individuals from the Battelle for Kids team. Implementation will span the 2016-17 school year (9/1/16 - 6/30/17). Following are key activities and milestones. (1) Inventories, online "My Learning Profile," and Student Success Plan templates are made available; existing ODE resources are promoted to teachers (complete by 9/30/16). (2) Students use inventories to discover strengths, interests, and preferences; enter results in "My Learning Profile" to support self-awareness; and integrate interests and ELA standards in success plans (ongoing; complete by 06/30/17). (3) Series of four in-person professional learning sessions and four webinars for educators; includes organized classroom visits to observe teachers and students. Learning will develop awareness and understanding of student strengths, ELA integration, career exploration, and classroom response strategies (in-person sessions complete as follows: #1 by 9/30/16, #2 by 11/30/16, #3 by 3/31/17, #4 by 6/30/17; webinars as needed and online collaboration ongoing). (4) Consortium advisory group convenes mid-year to review progress, modify plans as needed, and engage in design lab around parent and business leader engagement (complete by 01/31/17). (5) Districts develop and implement local plans for engaging parents and business partners related to student interests and local opportunities; districts host local forums to engage parents and partners (complete by 6/30/17). (6) Communication update sent to all participants twice monthly (ongoing, 09/1/16- 6/30/17). (7) Toolkit resources vetted and posted online for all Ohio educators (complete by 6/30/17).

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

a. Date Range 07/01/2017 - 06/30/2022

b. Scope of activities - include all specific completion benchmarks

Throughout sustainability years 1-5 (7/1/17-6/30/22), the consortium will sustain the project's efforts to empower student self-awareness and ownership through the continued use of the toolkit and capacity gained as a result of the research, development, and learning that occurs during the grant year. Following are key sustainability activities and milestones. (1) Students use inventories to discover strengths, interests, and preferences; enter results in "My Learning Profile" to build self-awareness; and integrate interests and ELA standards in success plans (ongoing each year through 06/30/22). (2) Teachers, with support from counselors and administrators, apply strategies in the classroom to personalize learning in response to student strengths, interests, and preferences, utilizing the developed toolkit resources such as the

strategy guide and videos (ongoing each year through 06/30/22). (3) Educators use facilitation guides in the toolkit to collaborate with one another within existing learning communities for deeper application of strategies and scaled application across grades, subjects, and schools (ongoing each year through 06/30/22). (4) Districts continue engaging parents and business partners through their existing channels, seizing momentum and partnerships created in the grant year and by utilizing toolkit engagement materials (ongoing each year through 06/30/22). (5) Evaluation including surveys, site visits, interviews, data collection and analysis, and website analytics is completed and annual reports published (ongoing each year through 6/30/22; see evaluation plan for specific timeline). (6) No-cost access to the complete online toolkit for all Ohio educators (ongoing through 06/30/22). (7) Share lessons and strategies via conferences and professional associations (ongoing through 06/30/22). Ongoing activities in this self-sustaining project will be a continuation of leveraging the created materials and applying these strategies in the classroom.

## 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:

In many schools across the nation, learning and teaching continues to be driven by a traditional delivery model designed hundreds of years ago. In today's global labor market, students must be equipped to compete for a good job and thrive in their overall well-being. In response to diverse student needs, a shift must occur to empower students to own their learning, utilize their unique strengths, and drive toward their interests and goals on a personalized, fulfilling pathway. This project will help teachers make this important, transformational shift to learner-centered classrooms by (1) providing inventories to enable students to discover and become self-aware of their strengths, career-related interests, and learning preferences; (2) empowering students to own their learning and develop agency and decision-making in their learning as they progress toward future goals; and (3) engaging students in rigorous, academic learning through relevant, connected study of English Language Arts personalized to address learner strengths, interests, and preferences. To successfully realize these changes for students, teachers must shift their own classroom practices and roles. School counselors must continue to provide support and guidance through coursework and toward college and career pathways; however, the organizational shift that must also occur is the integration of career preparation in the classroom. Regarding specific changes in practices, teachers will learn to identify unique needs of each learner to foster engagement in learning as students co-design lessons through their own voice and choice. This is a major paradigm shift for teachers that will pay dividends for student engagement, academic performance, and preparation for the college and career pathways of their choice.

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:

Erin Joyce Battelle for Kids IRN - N/A 1160 Dublin Road, Suite 500 Columbus, OH 43215 (614) 481-3141 [ejoyce@bfk.org](mailto:ejoyce@bfk.org)

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

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

Program evaluation will be conducted by the evaluation unit at Battelle for Kids. This team is not involved in program implementation. The evaluation will address both formative and summative evaluation questions and will cover the entire program period from August 2016 to June 2021. The formative evaluation will address the following questions: (1) Are students in targeted classrooms completing inventories and at what level of frequency? (2) Are students in targeted classrooms engaging with the online "My Learning Profile" and individual success plans and at what level of frequency? (3) Are students in targeted classrooms receiving opportunities for personalized learning experiences aligned to their identified strengths, interests, and preferences? (4) To what extent are teachers engaging in professional learning and shifting practices? (5) Are educators accessing the online toolkit and collaborative platform to inform their classroom practice and to what extent do teachers value the resources? (6) Are districts creating and implementing local plans to engage parents and business partners in support of students? (7) Are participating districts realizing cost savings through the shared-services model of collaborative learning? The summative evaluation will focus on student outcomes and the spread and scalability of the project. It will address the following evaluation questions: (1) Does student achievement, as measured by proficiency percentages on Ohio ELA assessments and SAS EVAAS academic growth, increase for students overall and by subgroup in targeted classrooms? (2) How many students receive personalized learning experiences in grades 6-9 over the course of the grant period? (3) Do students in targeted classrooms demonstrate an increase in engagement as measured by student surveys over the course of the grant period? (4) To what extent do teachers outside of the initial project cohort access the online toolkit and apply strategies in their classrooms? (5) To what extent do students outside the initial project cohort have access to the "My Learning Profile" and toolkit resources, and receive personalized learning experiences based upon their strengths, interests, and preferences? (6) Are districts outside the consortium accessing the publicly-available resources developed through the project's shared-services approach? The program evaluation will use a mixed-methods approach, using both qualitative and quantitative methodologies for data collection and analysis. The evaluation will include: a review of documentation including implementation plans; observation of in-person professional learning sessions; surveys of teachers involved in the project cohort; surveys of teachers in the

buildings who were not directly involved in the project; site visits including classroom observations; interviews with key stakeholders; analysis of web analytics related to the "My Learning Profile," online toolkit, and the collaborative platform; analysis of student performance data; and analysis of student engagement data. Evaluation activities will follow this timeline. Document review will occur in years 1-5. Observation of in-person professional learning will occur in year 1. Surveys of teachers will occur in years 1-5. Site visits will occur in years 2 and 5. Interviews with key stakeholders will occur in years 3 and 4. Baseline student achievement and engagement data will be collected in year 1, and repeated in years 2-5. Web analytics will be collected in years 1-5. Annual evaluation reports will be provided to the consortium advisory group and a final report will be completed by 9/30/2021. Interim evaluation findings and lessons learned will be shared with other Ohio educators through the annual Battelle for Kids Connect for Success conference as well as other professional conferences. Findings will also be shared through social media channels such as Twitter and LinkedIn.

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.*

The emerging toolkit of resources and model of collaborative learning will, without a doubt, have broad appeal to Ohio districts as they work to shift teacher practice toward relevant, personalized connections in the classroom between the standards and career pathways. State policy requires all districts to accelerate academic progress for all students and implement career advising to help students develop agency and readiness to achieve their goals. The toolkit will appeal to districts as a set of no-cost, vetted, and practical resources they can use to cost-effectively achieve these goals in the classroom. As part of the toolkit, the consortium will publish videos of teachers and students applying strategies in practice-which will be valuable for educators to "see" personalized strategies in action to support use in their classrooms. Finally, the project will serve as an innovative, practical model of facilitating educator learning and coaching around these practices-a playbook that will equip districts to build capacity and scale this work. Districts can choose from the resources to utilize, or they can make a full-year commitment to engaging deeply in this work. Lessons learned, strategies, and the toolkit will be made available online to all Ohio educators by 6/30/17. The consortium will publish a white paper of strategies and results, and present at professional conferences. Battelle for Kids hosts multiple events annually and offers a guaranteed platform for these shared resources. Districts will also share strategies via networks such as the Ohio Appalachian Collaborative and professional associations. The toolkit will be of value to many Ohio districts as they implement career advising, shift to personalized learning, and work toward preparing every learner for success. As others in the state utilize the newly developed toolkit, the project has the potential to help more than one million Ohio students take ownership of their learning and future pathways.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

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

I agree on behalf of this applicant and all identified consortium members to the Straight A Fund program assurances and commitments.

Consortium

Heath City (044115) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Michael	Morbitzer	(614) 491-8044	mmorbitzer@gapps.hls.k12.oh.us	Hamilton Local	046953	775 Rathmell Rd, Columbus, OH, 43207-4737	
Angie	Hannahs	(740) 425-3615	angie.hannahs@bevsvd.org	Barnesville Exempted Village	045203	210 W Church St, Barnesville, OH, 43713-1069	
Kelly	Holbrook	(740) 522-2702	kholbrook@heath.k12.oh.us	Heath City	044115	107 Lancaster Dr, Heath, OH, 43056-1220	
Sharon	Caccimelio	(614) 833-2110	sharon_caccimelio@plsd.us	Pickerington Local	046896	90 East St., Pickerington, OH, 43147-1061	

Partnerships

Heath City (044115) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Jamie	Meade	(614) 481-3141	jmeade@bfk.org	Battelle for Kids	008228	1160 Dublin Rd, Columbus, OH, 43215-1052	

Implementation Team

Heath City (044115) - Licking County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Angie	Hannahs	Director of Curriculum and 21st Century Programs	Dr. Hannahs will lead implementation for Barnsville Exempted Village School District. Leaders from each participating district have demonstrated strong commitment to instructional leadership and will play key roles in the project. Responsibilities will include championing the project internally with staff and leadership, communicating decisions to the superintendent, leading outreach to teachers and other staff, and developing a local community engagement plan.	Dr. Hannahs brings more than 24 years of educational experience to this project. She is a strong instructional leader.	Her experiences include having served as a high school English teacher, coordinator of gifted services, elementary principal, and curriculum director. As curriculum director, she has led the district's implementation of improvement efforts as part of the Ohio Appalachian Collaborative, designed career pathways, established dual enrollment courses and credentialed teachers, and supported the establishment of a community school to provide students a more flexible learning and pace.	Dr. Hannahs holds a Ph. D. in education administration from Northcentral University.	5	
Sharon	Caccimelio	Director of Teaching and Learning	Ms. Caccimelio will lead implementation for the Pickerington Local School District. Leaders from each participating district have demonstrated strong commitment to instructional leadership and will play key roles in the project. Responsibilities will include championing the project internally with staff and leadership, communicating decisions to the superintendent, leading outreach to teachers and other staff, and developing a local community engagement plan.	Ms. Caccimelio brings more than 30 years of teaching and leadership experience to this project.	Ms. Caccimelio's experience includes 14 years of secondary-level teaching, 10 years of school counseling, 5 years of assistant principal and principal experience, and 5 years of experience in her current role as Director of Teaching and Learning for the district.	Ms. Caccimelio holds Master's degrees in Allied Professions as well as Educational Leadership.	5	
Kelly	Holbrook	Assistant Superintendent	Heath City Schools will serve as the lead applicant and	Heath City is prepared to manage the grant	Ms. Holbrook brings more than 17 years of	Ms. Holbrook holds a a Master of	10	

			<p>coordinator for the consortium. The consortium includes four unique school districts excited to engage in collaborative learning alongside one not-for-profit support service provider. While the districts are unique, their challenges are shared. Each district has unique foundations for the project already in place that will serve as an asset for this 4-county consortium. As the lead applicant and coordinator, Ms. Holbrook, with support from the experienced Battelle for Kids team, will manage implementation of the grant programmatically and partner with the treasure to manage fiscal components, monitor implementation and coordinate with consortium members, report requested information to the Ohio Department of Education, and oversee sustainability of the grant for the consortium.</p>	<p>in an effective and efficient manner, as demonstrated by its experience managing grants such as Title I programming and the Federal School Based Student Drug Testing Programs (2008-2011), as well as the leadership team's experience implementing innovative initiatives such as an ODE pilot of a software for managing student learning objectives. This work has been successful under the leadership of Superintendent Dr. Trevor Thomas and Assistant Superintendent Kelly Holbrook. Heath City Schools is a high-need district, also one that is extremely committed and capable under this team leadership.</p>	<p>educational experience to this project. Her experiences include having served as both a general and special education teacher, behavior specialist, special education coordinator, building principal, and assistant superintendent. Ms. Holbrook also currently teaches a course each fall at Ohio University.</p>	<p>Education in curriculum and instruction, and a Master of Education in educational leadership.</p>		
Michael	Morbitzer	Federal Programs, Grants, and Standards Director	<p>Mr. Morbitzer will lead implementation for the Hamilton Local School District. Leaders from each participating district have demonstrated strong commitment to instructional leadership and will play key roles in the project. Responsibilities will include championing the project internally with staff and leadership, communicating decisions to the superintendent, leading outreach to teachers and other staff, and developing a local community engagement plan.</p>	<p>Mr. Morbitzer brings more than 21 years of educational experience.</p>	<p>Previously Mr. Morbitzer has served as a high school language arts teacher and assistant principal. In his current role, he created Ranger Pathways, the district's career advising program.</p>	<p>Mr. Morbitzer earned a B.S. Education degree from The Ohio State University and M.A. Education Leadership degree from Ohio Dominican.</p>	5	

Jamie	Meade	Managing Director of Learning and Leading	Ms. Meade will lead and serve as the consortium liaison for a cross-functional team of Battelle for Kids experts who together will provide facilitation, professional learning, communications, technology support, and evaluation for the project.	BFK's cross-functional team of experts has supported such district consortia and change efforts, including the Ohio Appalachian Collaborative and Young Entrepreneurs Consortium among others, for more than a decade.	Ms. Meade brings with her more than 25 years of educational experience and expertise in ELA instruction, data literacy and use, and school and district leadership. Under her leadership, the Battelle for Kids team has coordinated and supported multiple consortia of school districts, some of which have received Straight A Fund support including the Ohio Appalachian Collaborative and Young Entrepreneurs Consortium. The team also supports state and district implementation of key programs and resources including the career advising policy, Formative Instructional Practices (FIP), and collaborative professional learning around data and assessment.	Ms. Meade holds a M.A., Secondary Education degree from Marshall University and a B.S. degree from Morehead State University.	10		
-------	-------	---	---	--	---	---	----	--	--