

Budget

Marysville Exempted Village (045476) - Union County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (2)

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	247,717.00	385,000.00	0.00	0.00	632,717.00
Support Services		0.00	0.00	321,590.00	0.00	0.00	0.00	321,590.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	30,000.00	2,500.00	0.00	0.00	32,500.00
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>		0.00	0.00	599,307.00	387,500.00	0.00	0.00	986,807.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-986,807.00

Application

Marysville Exempted Village (045476) - Union County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (2)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Marysville Schools' K-College Competency Based Learning for All

2. Project Tweet: Please limit your responses to 140 characters.  
Disrupting seat-time: Marysville creates K-College system where learners show what they know #accelerate #mastery  
*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				
Pre-K Special Education	94 K	94 1	88 2	78 3
	94 4	5	6	7
	130 9	148 10	136 11	12

Year 1				
Pre-K Special Education	90 K	94 1	94 2	88 3
	78 4	95 5	77 6	7
	150 9	130 10	148 11	136 12

Year 2				
Pre-K Special Education	90 K	90 1	94 2	94 3
	88 4	78 5	94 6	77 7
	150 9	150 10	230 11	148 12

Year 3				
Pre-K Special Education	374 K	347 1	370 2	370 3
	370 4	370 5	370 6	370 7
	150 9	150 10	150 11	130 12

Year 4				
Pre-K Special Education	374 K	347 1	370 2	370 3
	370 4	370 5	370 6	370 7
	150 9	150 10	150 11	150 12

Year 5				
Pre-K Special Education	374 K	347 1	370 2	370 3
	370 4	370 5	370 6	370 7
				370 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.*

n/a

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

First and last name of contact for lead applicant

Diane Mankins, Superintendent

Organizational name of lead applicant

Marysville Exempted Village School District

Address of lead applicant

1000 Edgewood Drive, Marysville, Ohio

Phone Number of lead applicant

937-578-6100

Email Address of lead applicant

dmmakin@mevsd.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

Today, 59% of all work positions require a degree but by 2020 it will rise to 65%(Camevale, 2013) yet, nearly 2/3 of community college students and 1/4 of four-year college students need remediation upon enrollment. 65.7% of Marysville Exempted Village School District (MEVSD) 2014 graduates participated in ACT but only 35.6% scored 'remediation free'. Few 2014 graduates (2.3%) earned dual enrollment credits or industry credentials (2.8%). Only 57.7% of MEVSD 2012 graduates entered college within 2 years of graduation (Ohio Report Card, 2016). For 3 years, MEVSD has been leveraging local and regional partnerships to launch innovative practices addressing these trends including the 2014 start up of Marysville STEM Early College High School (ECHS) which was the district 1st competency based education (CBE) school. To deeply impact college and career readiness for all 4267 students, MEVSD must expand internal capacity and resources to shift all schools to CBE model.

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

Together, MVESC, KnowledgeWorks Foundation, YMCA and Columbus State Community College, will transform teaching and learning in all schools so every child experiences a competency based education (CBE). With the addition of a new CBE allied health pathway through Columbus State, and CBE offerings through YMCA, we will become Ohio's 1st district use CBE model to personalize learning from Kindergarten through College. CBE is a "system of academic instruction, assessment, grading and reporting where students receive credit, not as a function of how much time they spend studying a subject but based on demonstrations and assessments of learning. Instruction is

tailored to students' current levels of knowledge and skills; students are not constrained to progress at the same rates as their peers (ODE, 2015)". CBE provides all children opportunities to take ownership of their education and receive a rich, complete learning experience tailored to their learning style and interests and their community's unique needs. MEVSD will use KnowledgeWorks' District Conditions for Scale (2015) as its research based CBE implementation framework. MEVSD will transform: Curriculum/Instruction: Scaled, customized and job embedded PD for all staff a) so standards and learning targets are consistent, easily understood for every student, give multiple pathways for students to meet standards, informed by real-time data (student performance, engagement, learning styles, interests, goals); and b) to design rigorous, relevant and real world blended learning experiences aligned to students' needs and interests with mastery based progression. Data/Assessment System: Design/implement a flexible and nimble, technology rich system giving teachers instant feedback for traditional and performance based assessments giving students multiple opportunities to demonstrate mastery. MEVSD will use iREADY (K-6 math/ reading) and Schoology (7-12) while researching, testing and scaling new tools. Learning/Student Supports: Conduct extensive partnership engagement to expand relationships with business, higher ed and nonprofits to cultivate learning environments, within and beyond school walls supporting high expectations for all students while fostering a culture of trust, support, equity, and inclusiveness. Flexible use of time will alter person (who provides learning), place (where), path (in person, digital, blended) and pace (fast/slow) of learning with real-time, embedded supports personalized to ensure success. Partner with Columbus State to create Ohio's 1st College Credit Plus CBE Pathway (allied health) and YMCA for CBE credits through community learning at Marysville ECHS. Talent Development: Through design teams, district PD days, modified instructional days and digital content, teachers will engage in a learning continuum to attain badges/credentials deepening culture of collaboration and continuous improvement so as to recruit and retain high quality, innovative personnel committed to student growth. 2016-17: Marysville ECHS and Navin Elementary refine existing CBE strategies, pilot new practices to fully implement CBE including planning new CBE offerings through YMCA and Columbus State (allied health pathway). 2017-18: ECHS and Navin support Creekview Intermediate and Bunsold Middle School through transformation. ECHS pilot new CBE offerings 2018-2022: MEVSD will expand coaching roles to support remaining five schools to plan and scale transformations. MEVSD re-designed an administrator's role to internally coordinate CBE in partnership with KnowledgeWorks so that by June 2022, all 4267 learners experience CBE. KnowledgeWorks and MEVSD will host visitations, release publications highlighting lessons learned and offer supports/ strategies for replication across Ohio. MEVSD requests \$986,807 and will have \$25,000 of sustainable costs over the 5 year sustainability period. These costs will be offset by \$332,490 in cost savings provided by the grant.

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 June 2022: All learners take ownership of their own education. District learners demonstrate strong academic and nonacademic competencies which prepare them for college and careers MEVSD community (faculty, staff, families, greater community) fully embraces and supports the CBE system Learning facilitators possess exceptional skills to customize their instructional practice to match the needs of the learners.

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.*

MEVSD uses research based CBE definition (Council of Chief State School Officers 2011) Learners advance upon mastery (not by age or annual seat time; advance individually through stages of learning continuum based on mastery of skills and knowledge); Competencies include explicit, measurable, transferable learning objectives that empower learners; Assessment is meaningful and a positive learning experience for learners; Learners receive timely, differentiated support based on their learning needs; and Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions. Widespread CBE implementation has been nearly impossible until recent advancements in data analytics and software-as-a-service offerings. However, current knowledge of mastery theory, new computing resources and power to address the significant data needs are now available to implement and scale CBE across the district and Ohio.

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

MEVSD began working with KnowledgeWorks in 2013 (Straight A Round 1) as it designed and incubated Ohio's 1st manufacturing focused STEM Early College High School (ECHS) creating the county's 1st and only competency based education school. This highly successful consortia with Ohio Hi Point Joint Vocational School District partnered with Columbus State Community College, Honda of America Manufacturing, LLC, and Union County Chamber of Commerce and has met 100% of it's identified outcomes. Through this work, MEVSD has emerged as one of Ohio's most innovative districts and demonstrated \$372,495 savings through reallocation and cost savings. Marysville ECHS is an education R&D site, pressure testing new, student-centered policies and strategies, promoting student success strategies and identifying components of infrastructure needed to support active and engaged student learning preparing all students for success in college and careers. Specifically, ECHS incubated and scaled standards based mastery learning for all, developed personalized performance based assessments and created common rubrics to increase student agency. While most schools have a significant number of 9th graders with one or more failure, 97.7% of all ECHS students masters 100% of their 9th grade courses and 98.5% of students were retained at the school. 68% of 10th graders have successfully completed at least 1 college course this year and 100% 9th graders earned 1 college credit. Within the last year, with the support of KnowledgeWorks, MEVSD began replicating these processes at Navin Elementary with great success. The year following our initial implementation of co-teaching, math inclusion, flexible grouping & rich math & problem-based learning activities, our PI went from 82.9%, 99.5 pts. received to 85.7% to 102.9 pts. received, 2014) Together with 7 other STEM designated schools, ECHS applied for and was granted conditional approval a conditional Waiver from State Assessments (ORC 3326.29). The current state-mandated assessment system as misaligned with ECHS instructional methods and student progression toward demonstration of competency because there is a significant gap between student learning objectives and state assessment of these objectives. In its 2015 white paper "District Conditions for Scale: A Practical Guide to Scaling Personalized Learning" The KnowledgeWorks Foundation conducted secondary and primary research on personalized learning efforts across the country from Kentucky to Maine, from Iowa to Colorado, from New Hampshire to Ohio. The foundation conducted interviews of district

superintendents and district leadership teams from across the country that were leading system level change around personalized learning. The secondary and primary research provided the basis for the District Conditions for Scale. District Conditions for Scale are agnostic; however, KnowledgeWorks maintains a bias that personalized learning, as previously defined, is and will be the catalytic force for educational change in the United States. As this work evolves, KnowledgeWorks believes that not only does unlocking the role for districts and district leaders hold the key to scaling personalized learning but building a supportive, flexible state policy environment will also be required to fully unlock the education system.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

Formative Indicators By June 2022 District-wide implementation of tools/resources for intervention and acceleration of learners within a mastery-based CBE system. CBE strategies and associated PD, sharing best practices with other CBE school districts at the regional, state, and national levels Full implementation of PBA rubrics capacity to share with other districts and CBE school districts at the regional, state, and national level Summative Indicators By June 2022 \*95% of learners graduate in four years with mastery of defined competencies; \*40% learners earn at least 20 college credit hours through one of the district's postsecondary education partners. \*At least two informal education partnerships offer learning opportunities that will assist learners in achieving mastery, \* 95% learning facilitator adoption of software with evidence of using data to personalize learning \* 95% of learners have a personalized plan developed collaboratively with learning facilitators.

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

Staff surveys, community services, meeting records, student engagement surveys, post secondary credit and credentials, student mastery data, PBA rubric development, plans for implementation and scale to share; graduation rate; # community partnerships that provide mastery based learning for credit; personalized plans; student assessment data; # buildings transformed, # staff trained; # students served; # state/national best practice sharing events/opportunities; publications documenting success, challenges and lessons learned; faculty retention; staff recruitment plan aligned to CBE model; community engagement surveys; identified PD gaps and needs; intervention tools used and recommended for scale; acceleration tools used and recommended for scale; # students enrolled in & earning CCP credit in CBE allied health pathway; fiscal reporting to include: spending reductions through cost savings and reallocation; sustainable costs

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

MEVSD project team & leaders, in partnership with the KnowledgeWorks Foundation & the other planning team members will review relevant data on a monthly basis, as appropriate & available. Annual staff & administrators surveys will be administered & include questions that will help identify where mid-course corrections or options may require addressing &/or explored. Target outcome percentages & progress measurements will be calculated for each year of the grant period, adjustments & alterations to the training & PD supports will be determined quarterly, if target outcomes are not met. Data collection will entail a two-fold process. KnowledgeWorks will collect, aggregate & report project data & outcomes on a quarterly basis, individual districts will be monitoring their own survey & achievement data. The aggregate will not only inform the district as a whole, it will give individual schools a comparison point by which to judge the efficacy of their own efforts. KnowledgeWorks will further share observational data with individual districts to assist in making mid-course corrections. MEVSD is committed to making mid-course corrections based on a reasoned analysis of formative data. KnowledgeWorks will provide evaluation services within their defined project scope which will not be an additional cost to the project. This will allow the vast majority of project funds to be spent directly on work with educators, students, family and community.

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.*

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

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

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

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

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

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

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

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

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

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

Enter Budget

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

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.*

986,807.00 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.*

Purchased Services (\$599,307) - KnowledgeWorks \$321,590 (Plan and conduct district conditions assessment and facilitate design of districtwide CBE framework. Provide onsite professional development and technical assistance as part of four year contract). i-Ready site license 5 year agreement for 1,201 students or more \$105,825. 250 Lexia student 5 year licenses - \$38,150. Schoology subscription through 2020 - \$32,490. Columbus State Community College faculty lead and 2 other support personnel - \$71,252. Substitute teacher (\$110 per day) and meeting/travel costs for professional development \$30,000. Supplies (\$387,500) - Supply expenses include 1 to 1 devices for Navin Elementary at \$300 per student and 8th/9th grades with 5 year expected life - \$382,500. Professional development supplies and classroom supplies - \$5,000.

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.

5,000.00 a. Sustainability Year 1

5,000.00 b. Sustainability Year 2

5,000.00 c. Sustainability Year 3

5,000.00 d. Sustainability Year 4

5,000.00 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.*

Ongoing professional development for continuation of CBE program, as well as training new staff such as sub costs \$110/day, stipends for beyond contracted day or new hire PD estimated at \$5000 per year - \$25,000 over the project.

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.*

\$300,000 expense for 1 to 1 devices was already a planned expense, grant would lead to \$300,000 cost savings. Currently using Schoology. Grant covering Schoology costs would lead to \$32,490 in savings. Total savings from grant is \$332,490. Net savings (after deducting sustainable costs) over course of project is anticipated to be \$307,490. While 100% of the sustainable costs are covered through cost savings as a result of the project, MEVSD did not choose cost savings as a goal. We made this decision simply because cost savings, while beneficial for our taxpayers, is not the goal of the work. We are making these shifts because it is the right thing to do for our students. Student success in school and in the community is our #1 goal.

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.*

n/a

**D) IMPLEMENTATION**

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

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

Enter Implementation Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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

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

21. Planning

a. Date Range January 2016 End Date June 2021

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

Pre-grant submission: MEVSD and partners conducted planning meetings, research costs, development of budgets, outcomes determination and application submission. Upon grant award: Press Release, kick-off meeting/planning sessions, MOU's developed with partners, finalize pre/post survey instruments with research/evaluation team, finalize purchased services contracts, seek and obtain board/leadership approval of contracts, develop official evaluation plan to ODE, start recruitment of staff to participate in PD/trainings during implementation year, develop PD plan with KnowledgeWorks. Schedule weekly, monthly and quarterly team meetings to ensure all benchmarks and outcomes are adequately monitored to completion. 9/1/2016: Project Team meet to develop project timelines/benchmarks, vendors identified and contracts are initiated, evaluation plan submitted to ODE, PD/training dates/logistics finalized, recruitment for training is complete. Create community engagement process and schedule dates for initial outreach. 12/31/16: Create detailed implementation plan with 2017 roll out schools and design building family engagement process. 6/31/17: Create detailed implementation plan for remainder of district and ongoing family engagement process. CBE planning with Columbus State Allied Health Pathway & YMCA Ongoing: Every six months planning will begin with a new school to ensure that all schools will implement before June 2022 Benchmarks to demonstrate success: Numbers of teachers recruited to participate in trainings/PD Project team and fiscal meetings established and scheduled throughout planning process. Implementation and family engagement plans for district and each building created key stakeholder engagement ( Project team will meet monthly throughout the planning process to ensure all stakeholders are engaged and desired outcomes/goals are on-track/monitored.

22. Implementation (grant funded start-up activities)

a. Date Range September 2016 End Date June 2022

b. Scope of activities - include all specific completion benchmarks

Scope of Activities within timeline Fa 16 - Su 17: Implement new systems at ECHS and Navin; community engagement; PD with KnowledgeWorks; Project Leadership Team: review progress Su 17 - Su 22 (annually): each year MEVSD will roll out with 1-2 schools; continue PD to deepen implementation (not sustain new skills), new system implementation and community engagement, project leadership team meetings evaluation and recognition of success; pilot and scale CBE offerings with Columbus State Allied Health, YMCS and add 1 more community CBE offering Benchmarks to demonstrate success tools/resources for intervention and acceleration of learners within a mastery-based CBE system. CBE strategies and associated PD, sharing best practices with other CBE school districts at the regional, state, and national levels Full implementation of PBA rubrics capacity to share with other districts and CBE school districts at the regional, state, and national level communication/key stakeholder engagement/consent from all required officers, governing bodies continue project coordination & communication activities and board reports as described in planning; Quarterly Project Leadership Team meetings to review data and refine processes to improve outcomes District Leadership Team (DLT) key stakeholder in system redesign; KnowledgeWorks publications and whitepapers on implementation, lessons learned and outcomes shared with community, state and nation administer and manage scope of work/ develop interdependent system of change. District/partners will work together on 3 levels so the work can be sustained long term a) system redesign to, b) customized PD so teachers/leaders can improve own practice; c) pilot cohorts advance practices and prepare to facilitate work beyond grant

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

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

b. Scope of activities - include all specific completion benchmarks

By 12/31/2016 and annually through project Evaluation Plan approved by ODE System re-design plans for district and buildings Customize professional development to prepare for next roll out Community Outreach and engagement monitoring Annual project evaluation and fiscal reports Quarterly through Project end 6/30/2022 Quarterly project evaluation to assess system changes and impact Project Leadership Team quarterly planning to adjust based on evaluation & plan for sustainability recognition builds continual interest/excitement/ownership Benchmarks By June 2022 \*95% of learners graduate in four years with mastery of defined competencies; \*40% learners earn at least 20 college credit hours through one of the district's postsecondary education partners. \*At least two informal education partnerships offer

learning opportunities that will assist learners in achieving mastery, \* 95% learning facilitator adoption of software with evidence of using data to personalize learning \* 95% of learners have a personalized plan developed collaboratively with learning facilitators. communication/key stakeholder engagement/consent from all required officers, governing bodies District leadership team is primary communication method for stakeholder engagement and will report regularly to building staff; leadership team will always include union representation; Evaluator outcome reporting throughout sustainability period; semi-annual board reports; administer and manage scope of work/ develop interdependent system of change. effective data collection: district will work closely with KnowledgeWorks staff to provide required data for analysis & include project related surveys and other relevant data needed to effectively access and analyze data. sharing best practices with other school districts at the regional, state, and national levels

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

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

Please enter your response below:

Instructional changes: Real time data increases personalization and efficiency: As technology resources improve, MEVSD will increase its ability to use real time data to personalize learning for students. This will allow greater flexibility path, place, person and place for learning for students K- College. It will also increase efficiency of staff time, allowing them to be more effective facilitators of learning. Organizational Changes: MEVSD leadership has emphasized the importance of developing a culture of collaboration and inquiry across the district and within each school. The use of a consistent innovation process across the district with adults, children and community will transform how individuals act and react to each other when solving problems. Risk aversion will be replaced with a fast failure process encouraging all to develop grit essential for living and working in a 21st century learning community. Internal structures and external facilitation will engage staff across the district to work across content and departments and with local, state and national experts to improve systems and supports for children. Demonstrate how project activities/partnerships are expected to change behaviors of individuals and how those changes correlate to develop interdependent system of change. MEVSD will have more intentional processes for decision making and input gathering. This will eliminate 'death by committee' and encourage all staff - classified, certified and administration to have input and 'own' decisions. With continued support from KnowledgeWorks, significant system changes will occur across the district, ultimately impacting every child, in every grade, at every school. MEVSD and KnowledgeWorks are currently creating processes to ensure dedicated collaborative time in Navin and then scale up sites to focus on status of implementation, cross curricular approaches to teaching and learning and beyond the walls CBE learning opportunities.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.*

Please enter your response below:

Name: Geoff Zimmerman Contact information: KnowledgeWorks Foundation Email: zimmermang@strivepartnership.org Address: One West Fourth Street, Cincinnati, Ohio 45202 Phone: 513-824-6011

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.*

KnowledgeWorks will engage RMC Research as the third-party evaluator for this initiative. RMC will use its significant experience in the evaluation and implementation of Competency-Based Education/personalized learning and technology-enabled learning to design and conduct a rigorous, independent evaluation of the initiative. The evaluation will be designed grounded in random assignment and will build appropriate comparisons with past histories in the same schools as well as other comparable districts. In addition, the evaluation will assess: (a) the fidelity of implementation and the facilitating factors and challenges to implementation, (b) the impact of the program on academic and non-academic student outcomes, (c) the degree to which educators change their practice to support personalization, (d) the effectiveness of the LMS as a facilitator of CBE learning, and (e) the degree to which the technology-enabled CBE Early College high schools can be sustained over time with existing revenue 9-12 and higher education sources. The evaluator will examine program implementation to provide periodic formative feedback to KnowledgeWorks and partner organizations, describing the implementation process to enable future replication and scale-up or testing in other settings. Implementation data collected for the evaluation will include bi-annual site visits to each of the district and partner campuses to conduct teacher and administrator interviews, classroom observations, an annual student, parent, teacher and business/community partner surveys and interviews with higher education faculty involved with the school. The evaluator will complete an analysis of the extent program documentation, making certain all processes and procedures are captured for future replication. To monitor the effect of attending a technology-enabled CBE campus on student outcomes, the evaluation will employ a propensity score matching approach in which students who attend the CBE high schools are compared to similar students who do not attend. The study will examine the rate of high school and postsecondary credit accumulation, high school graduation, and enrollment/completion of further higher education after graduation from the CBE high school, compared to similar students who do not attend. Comparisons will also be made to other students who attend traditional high schools (that do not deploy a CBE system). PR 22. Sharing lessons learned across Ohio

KnowledgeWorks Foundation will author publications throughout the project to share lessons learned within the community, across Ohio and the nation. MEVSD will host visitations and collaborate with districts and schools interested in moving toward a CBE model. Project Team will submit proposals to present as state conferences to share their their story to inform further CBE replication across the state.

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.*

MEVSD project is based on KnowledgeWorks' 2015 publication "District Conditions for Scale: A Practical Guide to Scaling Personalization. The purpose of this document was to inform districts across the US on the key factors that must be addressed in order to successfully incubate, scale and replicate a competency based education model. MEVSD will plan, incubate and replicate the use of this framework in all 9 buildings before the end of the sustainability period in 2022. KnowledgeWorks has the capacity to provide the requisite high quality professional development to support districts across Ohio to make similar transformational shifts. With training and support from KnowledgeWorks, any innovative district can design and implement a system preparing teachers and leaders to shift their practices and re- envision their organizations. Districts would need to be willing to use backward-designed planning and provide in depth and customized professional learning designed to help teachers and administrators use CBE practices. Districts would need to ensure they have the technology infrastructure to access and use real-time data and the drive to truly transform and personalize learning. ODE has a small pilot of 5 districts/consortia working to implement CBE so there is already evidence that there is interest at the state and local levels to do this work. In fact, ODE used KnowledgeWorks' District Conditions for Scale as the foundational research upon which they created the initial pilot. KnowledgeWorks is committed to continue authoring publications throughout the project that share lessons learned, successful practices and provide deeper information on how districts can truly bring this model to scale. MEVSD will host visitations to share their work with schools across Ohio. ECHS hosts visits regularly so systems are in place to continue and expand opportunities. MEVSD will submit proposals to present at conferences and innovation events across the state.

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).

Diane Mankins Superintendent Marysville Exempted Village School District 5/6/2016

Consortium

Marysville Exempted Village (045476) - Union County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Marysville Exempted Village (045476) - Union County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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**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>
Catherine	Allhouse	614-745-4579	allhousec@knowledgeworks.org	KnowledgeWorks Foundation		One West Fourth Street,, , Cincinnati, , Ohio , 45202	
Steve	Dackin	614-287-5353	sdackin@csc.edu	Columbus State Community College		550 East Spring Street,, , Columbus, , Ohio , 43215	
Rick	Shortell,	937-303-9285	rshortell@unioncountymca.org	Union County Family YMCA		1150 Charles Ln, , , Marysville, , OH , 43040	

Implementation Team

Marysville Exempted Village (045476) - Union 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
Diane	Mankins,	Superintendent	will identify key staff to manage the project details including overseeing the project leadership team and programing including monitoring progress and ensuring the grant is implemented with fidelity by the project leadership team.	Qualification: 25 years experience in education, 4 years Superintendent Marysville Schools, 10 years building and district administrator, 16 year special education teacher	Prior relevant experience; (skills/experience with innovative project implementation of similar scope) Diane, as the Superintendent of Marysville, led and collaborated with multiple stakeholders in the Marysville community to design the vision for the STEM Early College High School which been extremely successful and a workforce development model for visitors across Ohio and the nation. As a young educator, Diane began her career in Reynoldsburg City Schools where she learned the value of collaboration and innovation. Utilizing these skills, she is dedicated to creating learning environments that personal, motivating, and inspiring for ALL students.	Education; 2000 Masters in Educational Leadership The Ohio State University, 1991 - undergrad Capital University	5	
Lynette	Lewis,	Navin Elementary Principal	leadership representative on Project Implementation Team. Participate in PD; communicate with faculty; conduct walkthroughs; implement building level changes with fidelity; member District Leadership	Qualifications;Lynette Lewis is in her 7th year as Principal at Navin Elementary. Prior to joining MEVSD, she served as Principal with Buckeye Valley Schools (Ohio) and as Assistant Principal and District Assistive Technology Coordinator with Stafford County Public School (Northern Virginia).	Prior relevant experience; (skills/experience with innovative project implementation of similar scope) As the Assistive Technology Coordinator for Stafford County Schools, Lewis developed and implemented face-to-face and blended coursework for	BS in Education, Kent State; MEd- Educational Leadership and Master's Equivalent- Instructional Technology, George Mason University	10	

			Team	Lewis is a resourceful educator who has successfully led both district and building staff to achieve instructional goals via quality PD, teacher leadership teams and detailed data analysis. Her expertise includes classroom instructional practices, instructional technology, community partnerships and positive climate/culture development to enhance student learning and teacher performance.	school employees via George Mason and Mary Washington Universities (2002-2004). In addition, Lewis has worked in partnership with Navin staff to implement teaching and learning strategies to support all learners (ex. Guided Math & Reading; student Number Talks; School Maker Space; Problem-based instruction and Rich Math Tasks).			
Karen	Wells,	Northwood Elementary Principal	leadership representative on Project Implementation Team. Participate in PD; communicate with faculty; conduct walkthroughs; implement building level changes with fidelity; member District Leadership Team	QualificationsKaren Wells has been an administrator in the Marysville School District for 14 years. She was the assistant principal at Creekview Intermediate for 13 years and is currently the principal at Northwood Elementary. Karen has been in education for 28 years. She worked for 15 years in Columbus Public Schools, where she held the positions of classroom teacher, math/science resource teacher and elementary principal.	Prior relevant experience; (skills/experience with innovative project implementation of similar scope) While in Columbus, Karen was part of a group of teachers who help to create one of Columbus' Math/Science alternative elementary schools. She was also involved in writing numerous grants which were geared to towards supporting the alternative school program. Karen currently works as a consultant for Edworks. In this role, Karen works with schools in Birmingham, Alabama to support the implementation of their Design Challenge/PBL initiative	Education; The Ohio State University: BS in Psychology, a MA in Elementary Education and a MA Elementary Administration	10	
Carol	Lentz,	Raymond Elementary Principal	leadership representative on Project Implementation Team. Participate in PD; communicate with faculty;	Mrs. Lentz has a Permanent Certificate for Grades K-8 with a K-12 Reading Endorsement. In addition, Mrs. Lentz completed	Mrs. Lentz has 27 years of experience working in the Marysville Exempted Village School District. She began as a substitute teacher and has	Bachelor of Arts - Marshall University, '87; Master of Arts (Reading, Literacy and Language Arts) - The	10	

			<p>conduct walkthroughs; implement building level changes with fidelity; member District Leadership Team</p>	<p>coursework at The Ohio State University to obtain a PreK-6 Principal's license, '10. Mrs. Lentz was recognized as a National Board Certified Teacher, '00-'10, and was trained as a Literacy Coordinator, '00, through Literacy Collaborative at The Ohio State University. In addition, Carol has served on various building and district level committees to improve student achievement.</p>	<p>worked as a first grade and kindergarten classroom teacher. In addition, Mrs. Lentz was trained as a Literacy Coordinator and worked in this role for twelve years. As a Literacy Coordinator, Mrs. Lentz was responsible for the classroom implementation of the Literacy Collaborative model and leading job-embedded professional development, which included personal coaching sessions. Mrs. Lentz then accepted a position as principal of Raymond Elementary; a position she has held for the past four years. During this time, Mrs. Lentz has implemented a Response to Intervention model, worked to change the special education delivery model, as well as supported teachers by being an instructional leader.</p>	<p>Ohio State University, '</p>		
Ashley	Thompson,	Marysville Schools Personalized Learning Coordinator	<p>Handle project oversight and partnership development, ensure project aligns with school/district's overall mission and improvement plans; conduct walk-throughs and observations of project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. Lead will work closely with superintendent,</p>	<p>Ashley began her journey as an educator in Marysville High School as an Intervention Specialist for students with mild to moderate disabilities. During that time, Ashley worked with content specialists to design, differentiate, and personalize the learning experience for students with diverse needs, as well as plan and implement innovative strategies and responsive interventions to maximize student success. Ashley also realized the value in</p>	<p>Over the past three years, this exciting leadership opportunity allowed her to broaden her impact and hone her skillset by leading and coaching teachers to think differently about their instructional design, responsive interventions, and enrichment opportunities for students. She not only was a leader in the IEP process, but she was able to be on the forefront of creatively increasing student engagement, student</p>	<p>B.A. - Psychology , M.A. - Special Education Wright State University M.A - Educational Leadership American</p>	75	

principals, partners and fiscal staff to ensure all project outcomes are completed on time and within budget. Lead will facilitate school/district's Project Leadership Team for on monitoring progress and reporting outcomes. Reach out to new partners to provide new opportunities and experiences for collaboration for district partners and students.

meaningful collaboration to improve student outcomes; therefore, made an effort to network with stakeholders from the community and post-secondary entities to help bridge the next steps for students in their transition toward and beyond graduation. Since then, Ashley has worked as a Special Education Coordinator for grades 7-12 in Marysville Schools.

performance, and teacher capacity through professional development and coaching. Ashley believes that we, as educators, can collectively create an educational experience for kids that takes what education used to be and transforms it into what it can be through maximizing the use of technology, consistently examining and reflecting upon best practices, committing to innovation, and leveraging valuable resources to broaden and personalize the learning paradigm for every student. Next year, Ashley will become the District Personalized Learning Coordinator and is excited to assist in the effort to embed personalization and CBE into Marysville Schools.

David	Hensinger,	Principal of Edgewood Elementary	eadership representative on Project Implementation Team. Participate in PD; communicate with faculty; conduct walkthroughs; implement building level changes with fidelity; member District Leadership Team	Qualifications Mr. David Hensinger has work been in the education field for sixteen years and has worked specifically in the Marysville School District for fourteen of those years. Mr. Hensinger is currently the principal of Edgewood Elementary and has served the Marysville School District in this capacity for two years (2014 - 2016). Mr. Hensinger believes strongly in providing a high quality educational service to the Edgewood Elementary community. Mr. Hensinger engages	Mr. Hensinger has experience creating authentic learning experiences that put students in non-traditional learning environments as a teacher and as an administrator. As a teacher, Mr. Hensinger created a completely integrated project based learning experience for his fourth grade students that had students: researching a profession they were interested in, presenting their learning using different digital media, self-assessing and peer	BS in Elementary Education, Heidelberg University ME - Education Leadership, Ashland University, Reading Recovery Trained, The Oh	10	
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				<p>his staff in creating a school environment that has staff and students focused on student learning, encouraging imagination, realizing opportunities to create something authentic, and celebrating failures and successes for everyone at Edgewood.</p>	<p>evaluating their learning, and even sharing their learning with the entire building through live presentations. As an administrator, Mr. Hensinger has led professional development around implementing non-traditional teaching methods, yet found to be best practice through research. This year (2015), Mr. Hensinger worked collaboratively with a first grade teacher to use student inquiry to drive instruction during writing. After this collaboration, Mr. Hensinger then had the classroom teacher share her learning out during a staff meeting, which showed the importance of inquiry and demonstrated to all the teachers that this type of learning is not just for the students in the building, but also the adults.</p>			
Amey	McGlenn,	Mill Valley Elementary Principal	<p>leadership representative on Project Implementation Team. Participate in PD; communicate with faculty; conduct walkthroughs; implement building level changes with fidelity; member District Leadership Team</p>	<p>Qualifications Amey McGlenn has been working in education with the Marysville Exempted Village School District for sixteen years. McGlenn is in her 2nd year as Principal at Mill Valley Elementary. During her time as Principal, she has been developing school culture and community partnerships. Her areas of expertise include all areas in Literacy and the Staff Development Model, which includes instructional coaches to support teachers in the classroom. In her short time at Mill Valley, McGlenn has switched to Co-</p>	<p>Prior relevant experience; (skills/experience with innovative project implementation of similar scope) Before becoming a principal, McGlenn completed two-year long literacy internships. The first was a K-4 Literacy Instructional Coach Training in 2010 and the second was a 5-8 Literacy Instructional Cross Training in 2013. Both of these internships were through The Literacy Collaborative Coaching Model at The Ohio State University. The Framework's training helped</p>	<p>BS in ElemEd, Rhode Island Colleg; ME-Teacher Leadership, Wright State University Building Principal Licensure (PreK-4 &amp; 5-9)</p>	10	

				teaching Inclusion Models and continued the work of Number Talks in Mathematics.	continue our district's Balanced Literacy Program that reflected the components of Reading and Writing Workshop. During this time, McGlenn developed and presented professional development in various areas. Some examples are Guided Reading, Writing Workshop, and Data Collection with components of early literacy assessments.			
Ron	Smith	Sensei at Union co Family YMCA	instructor for: Jukido-Kai Sogo Budo "School of the Soft Spirited Way" integrated Martial System This class teaches both traditional and modern aspects of karate and jujutsu. As the kids learn the sport martial arts they will develop self-discipline, honor, respect, and much more! Collaborate with district staff to create this as a competency based course taught in the community for school based credit	Sensei Ron Smith has always had a high interest in the martial arts. He lives the "martial way" and realizes that he is who he is because of the arts. In January of 1996, Smith Sensei began his formal study with Sensei Shane Topp, who is the current head instructor of Eugue-Ryu Karate-Jutsu. Eugue Ryu Karate-Jutsu is the system of Karate and Jujutsu founded by Kensenzu Yamaegue. Smith Sensei takes every opportunity to train in other arts and learn from other instructors, all the while comparing them to Topp Sensei and the Eugue-Ryu system.	In 2002, Smith Sensei started teaching at the local YMCA in Bellefontaine, Ohio. Over the next 4.5 years, Smith Sensei's class continued to grow and in 2007 classes were relocated to their current location at an old church in Zanesfield, Ohio (also known as Pickerelltown). In 2006, another class was added and is currently held at the Union County Family YMCA in Marysville, Ohio. In the beginning, Smith Sensei taught Eugue-Ryu. As Topp Sensei transitioned from Eugue-Ryu to Jukido-Kai Sogo Budo (School of Integrated Martial Arts) so did Smith Sensei. Eugue-Ryu will always be the core system that Jukido-Kai and The Center For Traditional Martial Arts bases its curriculum around.	Yodan: Eugue-Ryu Karatejutsu - Yodan: Jukido-Kai Karatejutsu Other Ranks include: - Nidan: American Jukido Ryu Jujutsu - Shodan: America	2	
Timothy	Kannally,	Creekview Intermediate Principal	leadership representative on Project Implementation Team. Participate in PD; communicate with faculty;	Qualifications: Licensed principal K-12 and teacher Gr 1-8; Proven relevant and effective building leadership experience; Team builder interested in	Prior relevant experience; (skills/experience with innovative project implementation of similar scope) Proven ability to	Education; Master of Education, M.A. (University of West Georgia) Bachelor of Science in	10	

			conduct walkthroughs; implement building level changes with fidelity; member District Leadership Team	the success of the entire organization; Well-versed in current educational research and best practices;	identify curriculum needs and implementation of those needs; Student-centered educator clearly focused on learning; Strong verbal and written skills, Well-versed in educational leadership and ethics in educational leadership, Continuous improvement mindset focused on results, Proven record of valuing all stakeholders; students, staff, parents, and community	Education, B.S. (Ohio State)		
Dr. MaryEllen	Tancred	Assistant Professor, Program Coordinator, and Lead faculty for the Medical Laboratory Technology (MLT) Program at Columbus State Community College	CSCC digital learning and competency based ed programmatic supports	Dr. Tancred has been a faculty member at Columbus State for 10 years. Prior to joining Columbus State, she worked for 30 years in a variety of areas within the medical laboratory industry as a technical professional, including seven years in laboratory administration as a manager.	Besides her work with the MLT program, Dr. Tancred serves as a panel lead and panel member for medical laboratory science for the Ohio Board of Regents, and is a site visitor for the National Accrediting Agency for Clinical Laboratory Sciences. She has actively supported college student success initiatives by being a past co-leader for the Achieving the Dream framework, by participating in course digitization, and more recently, by actively working with area high schools to offer MLT courses through College Credit Plus (Dual Enrollment).	BS in Medical Technology from the University of Dayton, MBA from Franklin University, and Ph.D. in Education from Capella U	5	
Rick	Shortell	CEO of the Union County Family YMCA	represent YMCA and work with district to identify programs - like martial arts that offer natural competency based connections so district can offer school credit for community	CEO of the Union County Family YMCA since September of 2010. Shortell has served many public roles in Union County, including president and board member of the Union County Chamber of Commerce; president and board	Rick had a 30-year career, most in senior management in the electric utility industry before coming to the Y.	BS	2	

			programs	member of the Logan Union Champaign (LUC) Regional Planning Commission; president and member of the Community Improvement Corp. Board; chairman of the Union County/Marysville Port Authority; and member of the Uptown Renewal Team board.				
Geoff	Zimmerman	Interim Director, Strive Partnership	Oversees external evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in identifying and operationalizing variables related to project outcomes and establishes systematized processes for monitoring and evaluating project deliverables.	Interim Executive Director for the StrivePartnership. StrivePartnership serves as a catalyst for partners working together, across sectors, and along the educational continuum to drive better results in education, for every child, every step of the way, from cradle to career. Geoff also supports StriveTogether's efforts to build the capacity of communities to utilize data in strategic and innovative ways.	Geoff has worked in the nonprofit and education sectors throughout his career. He has previously worked for the University of Cincinnati and the United Way of Greater St. Louis. His experience includes data use, research and analysis, data and information systems and design, outcomes development, continuous improvement, and strategic planning. He has a bachelor's of science in business administration from Miami University of Oxford, Ohio a Master's in business administration from the Univer	5		
Robin	Kanaan,	National Director of Teaching and Learning	KnowledgeWorks Foundation's onsite led for professional development and technical assistance for implementing CBE model	Robin Kanaan was among the first Ohio educators to receive National Board for Professional Teaching Standards certification. She gained statewide and national recognition as a Critical Friends Group trainer for the National School Reform Faculty. Robin was a key force behind the emergence of the Ohio Center for Essential School	Prior relevant experience; During her tenure at KnowledgeWorks and its subsidiary, EDWorks, she has been one of the lead designers for interest-based Early College school models, heading all professional development efforts for the coaches and supports coaching teams across the country. Robin believes in the power of	BS Education 1978 Youngstown State University MA in Reading The Ohio State University 1984	15	

				Reform as a leader in standards-based instruction and assessment.	accomplished teachers in unleashing every student's infinite potential.			
Jodi	Robertson,	ECHS Teacher Leader	Faculty representative on Project Implementation Team. Participate in PD' communicate and lead faculty in system redesign;	taught in the Marysville Exempted School District for nine years. She has served as a 7th grade, 8th grade, 9th grade, and 10th grade Social Studies teacher as well as a 7-12 Language Arts and Social Studies Instructional Coach.	She was a founding staff member of the Marysville Early College High School and has been a teacher leader in the building for two years. Well versed in competency based education and strong capacity to coach and support others as district expands and scales the effort	Ohio State University - BA Social Studies and MA Education	5	
Lori	Phillips	Assistant Director of Teaching & Learning	KnowledgeWorks Foundation's co-lead onsite professional development and technical assistance for implementing CBE model	Lori Phillips is the Assistant Director of Teaching and Learning for EDWorks. Before joining our team. she worked in Reynoldsburg City Schools, an EDWorks partner, so has firsthand experience in the implementation of the EDWorks models. Phillips is a resourceful educator with expertise facilitating professional development workshops for teachers, administrators and district staff that drive success within classrooms and school operations. She has mentored educators in the creation and implementation of class instruction, lesson plans and student assessment in conjunction with state learning competencies.	Phillips has a high success rate improving school and classroom functions, student/parent relationships and environments that encourage continuous improvement. Partnering with schools from grades K-12, Phillips works with educators to develop and implement classroom, school and district level innovations leading to career, college and workforce success for all students.	2005 MAE Muskingum University - Adolescent - Young Adult 1997 BA Wittenberg University - biology	15	
Todd	Johnson,	Treasurer	Oversees the financial aspects of the grant. Ensures compliance with financial reporting requirements,	Qualifications; 11 years experience as a Treasurer or Assistant Treasurer. 4 years of experience with the State Auditor's Office.	Prior relevant experience; (skills/experience with innovative project implementation of similar scope) Implemented 2014	Education; 2006 Otterbein University - Masters in Business Administration. 2002 Muskingum	15	

			ensures the district maintains the financial sustainability requirements, and maintains necessary financial documents for annual audit/desk review.		Straight A grant and continued financial reporting.	College - BA Accounting and Business		
Michelle	Kaffenbarger,	Principal Bunsold Middle School	leadership representative on Project Implementation Team. Participate in PD; communicate with faculty; conduct walkthroughs; implement building level changes with fidelity; member District Leadership Team	Qualifications: Principal Licensure Grades 4-9 and 5-12, Superintendent Licensure; Permanent Teaching Certificate Mathematics Grades 7-12	Prior relevant experience; (skills/experience with innovative project implementation of similar scope): Teaching Experience - HS Mathematics 16 years Elgin Local, HS Assistant Principal/Curriculum - 2.75 years - Elgin Local, Junior High Principal 2.25 years - Elgin Local, Elementary Principal 1 year grades K-6 while a Junior High Principal - Elgin Local, Assistant Principal 2.5 years Bunsold Middle School, Principal 2.5 years Bunsold Middle School	Education; BA with a major in Mathematics MaEd in Sports Science	10	
Kathy	McKinniss,	Principal Marysville Early College High School.	Kathy McKinniss, Principal Marysville Early College High School. Responsibilities (for this grant project);HS leadership representative on Project Implementation Team. Participate in PD; communicate with faculty; conduct walkthroughs; implement building level changes with fidelity; member District Leadership Team	Qualification:She was the project manager of the 2012 Ohio Straight A Grant which helped to develop the STEM Early College High School. McKinniss has led her staff in the development and implementation of a standards based, mastery learning protocols. problem based learning and STEM pedagogy.	Prior Relevant Experience: She has engaged her staff in innovative career and college readiness protocols and has developed partnerships to allow learners to extend their experience beyond the school walls.	BA from Capital University in History M.ED from Bowling Green in Guidance and Counseling, Ashland University Educational Adminis	10	
Don	Laubenthal	Columbus	Columbus State	Don Laubenthal has	Dr. Laubenthal	Prof.	5	

		State Professor	liaison; collaborate on CBE from IHE perspective	been teaching exercise science at Columbus State Community College since 1995. He served as Coordinator of the Sport and Exercise Studies Human Performance Center until 2003, when he became a full-time faculty member. Don now coordinates the Exercise Science major and teaches Exercise Physiology, Exercise Prescription and Quantitative Methods, Kinesiology and related courses. Recently, Prof. Laubenthal helped develop the Exercise Science - Athletic Performance track which prepares students to become strength and conditioning specialists. His previous experience involves athletic strength and conditioning, Occupational Therapy, fitness facility management, and personal training.	helped develop state career field technical content standards for Health Science and has worked with College Credit Plus at the Tolles Tech and the Fairfield Career Centers. He also is a volunteer high school track and strength and conditioning coach for his children's high school	Laubenthal is a graduate of Ohio University where he earned a Bachelor's and Master's degree in Exercise physiology in 1990.		
Barbara	Kohler Kerr	Professor of Nursing at Columbus State Community College	Columbus State lead for CBE nursing program	Barbara Kohler Kerr is a Professor of Nursing at Columbus State Community College. Her clinical background is Labor and Delivery/Women's Health. At Columbus State, Dr. Kerr teaches two online courses and guides the College Credit Plus Straight-A initiative to digitize nursing curriculum.	She has written educational scripts for video coursework, including handling blood-borne pathogens, and has reviewed two major nursing textbooks. Prof. Kerr collaborated with several nurses in the community to develop a local chapter of the Association for Nursing Professional Development and served as president of the local chapter.	graduate of a diploma RN program, Bachelor of Science in Nursing and Master of Science in Nursing programs at Otterbein University.	5	
Heather	MacLaughlin	K-4 Instructional Math Coach, MEVSD	Faculty representative on Project Implementation Team. Participate in PD'	Heather began her career as an educator teaching second and third grade teacher at Navin Elementary.	Heather serves on extensive and select group of committees for the district that include but are not limited	Early Childhood Education Ohio University M.A. - Education	50	

communicate and lead faculty in system redesign; support faculty in testing and scaling innovations and improving classroom practices

After thirteen years in the classroom, Heather made the shift to an instructional coaching role within the district. As an instructional coach, Heather works closely with classroom teachers to plan and implement innovative and inquiry-based lessons into their classroom teaching.

to; the district's curriculum mapping committee, the Superintendent's advisory committee, the Innovative Leadership Committee. Outside of her commitment to the Marysville Exempted Village Schools, Heather consults with EdWorks, an organization committed to school design in which Heather coaches and provides support that allows classroom educators and building administrators to teach students to think critically, working in multidisciplinary collaborative teams, develop unique points of view and approach all aspects of life with the creative mindset of an innovator.

Marygrove College