

Budget

Milton-Union Exempted Village (045518) - Miami County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (14)

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	10,000.00	272,857.20	0.00	282,857.20
Support Services		0.00	0.00	365,502.80	0.00	0.00	0.00	365,502.80
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		103,150.00	15,988.25	0.00	0.00	0.00	0.00	119,138.25
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>		103,150.00	15,988.25	365,502.80	10,000.00	272,857.20	0.00	767,498.25
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-767,498.25

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Innovation Central: Ohio's Innovation Connection

2. Project Tweet: Please limit your responses to 140 characters.  
Check out Innovation Central, a new online hub to help foster innovative thinking in our schools.  
*This is an ultra-concise introduction to the project.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
24 Pre-K Special Education	195 K	155 1	151 2	179 3
145 4	141 5	216 6	737 7	734 8
253 9	206 10	478 11	460 12	

Year 1				
24 Pre-K Special Education	180 K	195 1	155 2	151 3
179 4	145 5	167 6	216 7	737 8
734 9	253 10	506 11	478 12	

Year 2				
24 Pre-K Special Education	180 K	180 1	195 2	155 3
151 4	179 5	170 6	991 7	1016 8
291 9	316 10	491 11	506 12	

Year 3				
24 Pre-K Special Education	180 K	180 1	180 2	195 3
155 4	151 5	205 6	990 7	1066 8
291 9	240 10	534 11	491 12	

Year 4				
24 Pre-K Special Education	180 K	180 1	180 2	180 3
195 4	155 5	186 6	1105 7	990 8
285 9	316 10	540 11	534 12	

Year 5				
24 Pre-K Special Education	180 K	180 1	180 2	180 3
180 4	195 5	205 6	1060 7	1105 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.*

The Innovation Central Project will be replicable and scalable beyond the life of the grant because the resources created are accessible through the Innovation Central website, or iHub, as well as on PBS LearningMedia, a national digital content library for educators. Through these platforms, classroom resources as well as professional development tools developed for the project will be available to anyone with internet access. PBS LearningMedia has over 1.8 million subscribers, including one third of all teachers in Ohio. Therefore, the indirect impact of the Innovation Central Project is likely to exceed hundreds of thousands of students. As one indicator, the K-1 modules of our REACH grant modules had over 40,000 views on PBS LearningMedia during the first eight months.

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

First and last name of contact for lead applicant

Dr. Virginia Rammel

Organizational name of lead applicant

Milton Union Exempted Village Schools

Address of lead applicant

7610 Milton Potsdam Road West Milton, Ohio 45383

Phone Number of lead applicant

937-884-7910

Email Address of lead applicant

rammelv@milton-union.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

A growing body of evidence is pointing to the inadequacies of our current approach to student learning. A culture of content knowledge, right answers and fixed solutions are being fostered by teacher-directed practices focused on isolated subject knowledge and assessment. These methods are not equipping students with the skills that employers seek. While content knowledge is necessary, it is insufficient for 21st century success. "Employers are seeking workers who are self-directed, able to solve problems and can manage their time and productivity ... the culture of education today is such that only the most cutting-edge learning environments are really teaching and allowing kids to be self-directed. That's a real misfire today." (Ken Kay CEO of EdLeader21). Even our most academically successful students are ill-prepared for the collaborative, self-directed, out-of-the-box thinking demanded in today's world.

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

Over the past decade, Milton-Union Schools (MU), Miami Valley Career Technology Center (MVCTC) and Yellow Springs Schools (YS) have

adopted initiatives for students to increase content knowledge and successfully demonstrate that knowledge on standardized tests. However, we recognize that knowing is no longer sufficient; students must also become innovative thinkers and creative problem solvers. We also recognize that the skills of innovation can be taught, but not in content-focused teacher-centered classrooms. Innovation skills can only be acquired through a cultural shift that embraces a new paradigm of learning. Design Thinking (DT) offers a path for implementing this paradigm shift. Design Thinking is a successful business process articulated by David Kelly, CEO and founder of IDEO, an award winning design firm. This process was then translated into college curriculum at Stanford's "d.school" and as K - 12 teaching tools to transform teaching and learning. High Tech High and Riverdale Country School are exemplars of schools that are utilizing Design Thinking. The Experience Institute, an IDEO affiliate, provides Design Thinking for teachers to facilitate whole-school Design Thinking implementation. Three tools have been identified that will empower Ohio's Innovation Connection: 1. professional development (PD), 2. learning spaces, and 3. Innovation Central Hub (iHub), an online innovation hub. #1 is PD focused on Design Thinking, cross-district collaboration and mentoring. Administrators will receive 3 days of Design Thinking PD; staff and educators will receive more than 50 hours of Design Thinking PD each year. "Research shows when teachers receive well-designed PD, an average of 49 hours over 12 months, student achievement can increase by as much as 21 percentile points" (Yoon, et al 2007). Districts will identify educators to be trained as Design Thinking experts to further build district capacity for on-going job-embedded PD. Milton-Union, Miami Valley CTC and Yellow Springs will share experts to provide cross-district collaboration and mentoring. For example, YS has been on a three-year journey to implement PBL K-12. Both MU and MVCTC will utilize YS as a mentor to create a similar shift within our districts. YS will share lessons learned, host classroom visits and lead cross-district teams to encourage innovation. #2 is learning spaces for design and innovation, called design and innovation labs (DILabs). "In the words of digital leader Brad Gustafson (2014), in setting up your makerspace, it is your task to set up the condition for a new learning paradigm built upon innovation, creation, and design-iterations/failure to facilitate authentic learning" (Fleming 2015). DILabs will be customized for each district's needs, with tools to stimulate skills of innovation. #3 will be Innovation Central Hub (iHub), an online hub that is free and accessible through a dedicated website; resources will also be available on PBS LearningMedia. PBS/ThinkTV will curate Design Thinking resources and document teacher implementation and two years of Design Thinking integration. The iHub will be a centralized professional development educator hub for collaboration, cross-district mentoring and full-scale implementation-allowing others to replicate our process in their districts. Combining these three tools will foster the skills of innovation in teachers and students, leverage students' curiosity to solve real-world problems and empower them to take ownership of their own learning.

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.*

For the purpose of this project, student achievement is defined as holistic performance characterized by the self-directed synthesizing of content knowledge and the skills of innovation. This is the essence of the successful 21st century citizen. According to national experts such as David Kelley, Tony Wagner, Drew Boyd and the Buck Institute for Education, the collective skills of innovation are creativity, collaboration, communication, critical thinking, curiosity, imagination, initiative, agility, adaptability, perseverance, empathy, experimentation and optimism. Outcome 1: Students and teachers will demonstrate the dispositions of innovation. Outcome 2: Students and teachers will demonstrate the skills of innovation in classroom learning. Outcome 3: The creation of an innovation hub will house professional development resources that promulgate Design Thinking.

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.*

Assumption 1: Teaching Design Thinking will foster the skills of innovation. Assumption 2: Introducing and cultivating the skills of innovation in teachers and students will enable them to synthesize content knowledge to be more successful in school, in the work place and as life-long learners. Assumption 3: By providing dedicated learning spaces with quality resources for design and innovation, students and teachers will use them to develop the dispositions and skills of innovation. Assumption 4: Utilizing the innovation hub will equip educators with the professional development necessary to create a culture of Design Thinking.

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

The Innovation Central leadership team agrees on the four assumptions above because they either believe in or have demonstrated their value as follows: Assumption 1: After years of demonstrating success on standardized tests, MU recognized that to truly move forward, students and staff needed to be more engaged in teaching and learning - more choices to investigate what truly excites students. In 2015, MU introduced Creating Innovators by Tony Wagner to teachers and staff. MU employs a full-time curriculum coach for teachers transitioning to DT/innovation. A veteran teacher of 22-years expressed during his first pilot in Design Thinking, "It's awesome to watch students so engaged in learning." Throughout this pilot, a number of typically unengaged students have been seeking lab time outside of the school day to create prototypes, iterate, problem solve, work with mentors - not because they want an A but because they are truly passionate about their work. Wagner states ". . . we can empower kids with critical skills and help them turn passions into decisive life advantages. The role of education is no longer to teach content, but to help our children learn - in a world that rewards the innovative and punishes the formulaic" (Wagner, 2015). Assumption 2: "When implemented well, PBL has been shown to develop students' critical thinking skills, improve long-term retention of content learned, and increase students' and teachers' satisfaction with learning experiences" (Ravitz, 2009). Such has been the case with YS. Since 2013 they have been integrating PBL into their instructional strategies K - 12. Their commitment to whole-child education and supporting students in the development of critical thinking and problem-solving skills earned them the top ranking in the Miami Valley on the U.S. News and World Report Annual Best High Schools Ranking. Assumption 3: Dedicated learning spaces, DILabs, equipped with quality tools and resources for design and innovation will empower students and teachers to develop the dispositions and skills of innovation. "Bringing the maker movement into schools . . . immediately allows children to come together in a space that eschews the traditionally siloed curricular domains; that puts the learner firmly at the center of the learning; that enables teachers to encourage a much more participatory approach for students; and that often, it has to be said, encourages teachers out of their teacher-directed shells to experiment with learner-focused activities . . ." (Fleming, 2015). Assumption 4: The Innovation Central Hub (iHub) will provide powerful resources necessary to create a culture of DT/Innovation. Using a digital framework

similar to the iHub, PBS/ThinkTV collaborates with Wright State University (WSU) to provide Election'16 with free resources for K12 educators and modeled after PBS's Election Central. Election Central was rated by PC World magazine as one of the 10 must-follow websites of the 2016 presidential election. PBS/ThinkTV also collaborated with MU to create the REACH website. The REACH website resources include PD, K - 1 reading modules and interactive lessons. The REACH website has already had over 40,000 hits since its launch eight months ago. The iHub will combine the successful collaborations of PBS/ThinkTV, WSU, MU, MVCTC and YS with a powerful digital framework to provide professional development components to facilitate a culture of Design Thinking. "What we found in our initial prototypes - launching an innovation lab space, creating a Design Thinking professional development experience, and running student-facing design challenges for middle- and high- school classes - was that the Design Thinking process functioned as a kind of oasis for educators, reconnecting them to their creativity and aspirations for helping students develop as deep thinkers and doers, not just as test takers" (Wise, 2016).

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).*

The Innovation Central consortium members will use specific indicators to measure the desired outcome: increased student achievement. Specific Indicators: 1: Pilot teachers will design and implement one Design Thinking challenge in '16-'17 2: Demonstration of increased dispositions and skills of innovation as measured by Gallup StrengthsFinder pre-assessment in grades 6 - 10 in '16 and followed by a random sampling post-assessment for grades 8 - 10 and graduating seniors conducted in '18 - '20 3: Students will demonstrate increased achievement on standardized tests after Design Thinking implementation 4: Interviews conducted with district experts by evaluators will indicate a positive change in dispositions of innovation. Interview questions will guide this process 5: All classroom teachers will design and implement a Design Thinking challenge in '17 - '18

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

Consortium districts will use standardized assessments and Gallup's StrengthsFinder pre and post-assessment tools to provide pertinent data points including baseline data for future comparisons needed to measure student achievement and evidence of Design Thinking instructional practices and attitudes. 1. Administering Gallup's StrengthsFinder pre and post-assessment will evaluate indicator 2 pertaining to changes in the dispositions and skills of innovation 2. State assessments will be used to measure increased student achievement (indicator 3) 3. Initial classroom observations and interviews will establish baseline for evidence of Design Thinking instructional practices as well as future observations and interviews will measure increases in skills of innovation (indicator 4) 4. School-wide and community displays of Design Thinking efforts will provide evidence of the design and implementation of classroom Design Thinking challenges (indicators 1 and 5)

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

We will use qualitative and quantitative data to track the impact of professional development and use that data to provide additional targeted needs-based professional development. If teachers are struggling to implement the required lessons, we will provide mentoring or collaborative opportunities to further develop their comfort and skills. If students are not engaging in Design Thinking lessons, we will seek to provide more authentic Design Thinking challenges to inspire their creativity and ignite their passion. If learning spaces and resources are not being optimized, we will offer exemplars and additional training to support experimentation in prototyping. If the Innovation Central Hub (iHub) isn't being utilized, we will assess content and ease of use and explore marketing enhancements for reaching a broader audience.

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.*

767,498.25 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.*

PBS:Planning/Designing iHub = \$20,000;Producing videos=\$150,003(9 X \$16,667);Develop/Curate content=\$20,000 RATIONALE:PBS to create iHub to provide anytime/anywhere access to innovative strategies. PD:Stipends-DT experts-\$22,522.50=(\$1500 stipend + \$232.50 benefits=\$1732.50/teacher x 7 MU,4 YS,2 MVCTC);Stipends-pilot teachers of \$27,720 (\$1000+\$155 benefits=\$1155/teacherx12 MU,8 YS,4MVCTC);Substitutes \$3,927=(\$100+\$15.5 benefits = \$115.50x24 MU,5 YS, 5 MVCTC); PD for DT \$64,968.75 (\$30/h+\$4.65 benefits=\$34.65x5hx3d/teacher x100 MU, 20 YS, 5 MVCTC) Hosting "Most Likely To Succeed" \$730 (\$365x2 MU);Travel between districts \$1144.80.50(72m x.53/m \$38.16x12 MU,15YS,3MVCTC) Consulting:Tony Wagner=\$10,000, Drew Boyd=\$5000.00 Experience Institute \$50,000 training and development DT. RATIONALE: Quality, sustained PD is at the heart of our project - on-going job-embedded PD. DILab:3D Printer \$26,394(\$4,399ea x3 MU/YS) Cubify Software \$516(\$129ea x2 MU/YS) 3D Scanner \$798(\$399ea x1 MU/YS) Laser System \$80,990( \$40,495 X 1 MU/YS) uPrint \$41,800(\$20,900ea x1 MU/YS) Milling Machine \$24,588 (\$12,294x1 MU/YS) Scanner \$30,000(\$15,000 ea x 1 MU/YS) Robotics \$11,998(\$5999 x 1 MU/YS) Little Bits Pro \$11,000 (\$5,500ea x1 MU/YS) Arduino Kits \$2,273.20(\$568.30x2 MU/YS) Basic Set \$10,000 (\$5000x1 MU/YS) Consumable set \$10,000 (\$5000x1 MU/YS) Computers \$22,500(\$3750.00 x 3 MU/YS) Lego \$10,000 (\$2,500 2 MU/YS) RATIONALE: Research demonstrates that learning spaces have a significant impact on student achievement. ". . . maker education is able to inspire a deeper form of learning where self-organized, social, participative learning can be put into practice" (Fleming, 2015). Evaluation: WSU Office of Evaluation & Research will serve as the external evaluator at \$85,000; Gallop's StrengthsFinder=\$23,625(\$15/test x1575 tests) RATIONALE: Evaluation will utilize state standardized tests and Gallop's StrengthsFinder. Annual reports will be posted on the iHub.

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.

4,000.00 a. Sustainability Year 1

4,000.00 b. Sustainability Year 2

4,000.00 c. Sustainability Year 3

4,000.00 d. Sustainability Year 4

4,000.00 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.*

The Innovation Central Project focuses on three major components: professional development, Design and Innovation Labs and the Innovation Central Hub. During the 2016 - 2017 grant year, we will invest in professional development and building Design Thinking capacity within our districts. The on-going professional development provided by Experience Institute is designed to create experts, support on-going curriculum design and implementation and continue the cultural shifts to an innovation paradigm. New staff hired in the years following the grant year will have access to building experts, trained staff and anywhere/anytime access to professional development on the Innovation Central Hub offered through PBS/ThinkTV. Professional development costs beyond the grant year will be zero as districts will utilize the professional development platform on the hub along with increased capacity within districts. The second component, Design and Innovation Labs, will have minimal sustainability costs. The district will pursue extended warranties for purchased equipment beyond the '21 - '22 school year. Software associated with the Design and Innovation Lab with be continually updated at no cost. MU has been utilizing several of the industry-standard software packages offered through the federal STEM initiative with free professional versions. Sustainability costs for the lab will be limited to consumables associated with the 3D printer, laser system and milling machine for prototyping. MU and YS estimate spending \$2000.00 for lab consumables each of the five years following the grant year. The third component, Innovation Central Hub, will have no district sustainability costs. Partnership with PBS/ThinkTV, creators of the hub, will provide all maintenance costs associated with continued content curation and hosting of the site thru 2022. The total sustainability costs throughout the life of the grant totals \$20,000 (\$2000 x 5 years x 2(MU,YS)).

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.

There are two major sources of cost reduction through implementation of the Innovation Central Project for Milton-Union (MU). MU will observe a cost savings of approximately \$51,975 through professional development savings in teacher stipends and benefits (\$45,000 + 6,975) typically funded through MU schools. MU will also see a significant savings in equipment. The MU Design and Innovation Lab (DILab) will be located in our current computer lab, housing 56 thin client computers. The current five-year plan would replace the thin clients in the 2017-2018 school year. Transitioning from the computer lab to the Design and Innovation Lab negates the need to replace the devices. This will be a savings of approximately \$16,000 (56 x \$200 each + 4 servers x \$1200). The total cost savings for MU through the implementation of the Innovation Central Project will be \$67,975. Yellow Springs (YS) will see a cost savings of approximately \$20,000 over the life of the grant. Currently YS has budgeted \$4000 each year for the purchase of DILab equipment. Purchasing this equipment through the implementation of the grant will provide YS a savings of \$20,000 (\$4000 x 5 years).

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.*

All sustainability costs associated with this grant will be met through cost savings.

## 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 August 2016 - January 2017

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

Jun '16 to Aug '16 - Innovation Central Leadership Team - school administrators and district teachers to be trained as Design Thinking (DT) experts participate in 3 day intensive training through Experience Institute; District staff viewing and discussion of "Most Likely To Succeed" (Wagner, Dintersmith 2015); Innovation Central Leadership Team rolls-out Design Thinking implementation plan to district staffs; Districts identify teachers for 2nd semester pilot; PBS establishes layout for Innovation Central Hub; Innovation Central Leadership Team with PBS establishes criteria for the PD blended learning platform Sep '16 to Jan '17 - Continue PD for district Design Thinking experts through Stanford's "d.school" online courses, Tony Wagner presents "Most Likely To Succeed" to consortium districts, Drew Boyd PD on creativity and innovation, PBS documents collaboration and training of district experts and pilot teachers for the blended learning platform hosted on the Innovation Central Hub (iHub); visits to Yellow Springs to observe planning and implementation of PBL and Design Thinking classwork; Cross-district collaboration pilot teams are formed; purchase Design and Innovation Lab equipment and materials; Miami Valley CTC hosts Milton-Union and Yellow Springs staff in lab for technical training; Design Thinking online content is curated by PBS/ThinkTV; Miami Valley CTC shares student safety protocols for Design and Innovation Lab equipment; Innovation Central Leadership Team identifies any implementation barriers and addresses concerns

22. Implementation (grant funded start-up activities)

a. Date Range September 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

Sep '16 to Jan '17 - PBS continues to document districts' implementation process; Pilot teachers collaborate to develop Design Thinking (DT) student challenges; DT experts meet to plan cross-district March PD; Design and Innovation Lab (DILab) safety protocols are adopted Feb '17 to Mar '17 - Miami Valley CTC provides additional technical training for DILab equipment; Leadership Team evaluates progress and share successes; PBS/ThinkTV continues to document school/educator/student experiences on the Innovation Central Hub (iHub); Whole district PD continues (Pilot teachers, experts and Tony Wagner presentation); Utilization of DILabs begin Apr '17 to Jun '17 - Community viewing of "Most Likely To Succeed" film, attitude surveys for students and staff administered, DT curated materials publicly available on iHub; 3 Day June PD for DT integration into regular instructional practices through Experience Institute; Pilot teachers engage students in DT challenges;

Leadership Team evaluates progress, identifies opportunities and areas for improvement, solidifies 2018 next steps to ensure continued progress and share successes. At the conclusion of the implementation year we will have accomplished several goals for this project. We will have built Design Thinking capacity at all grade levels within each district (PD through Stanford's d.school affiliate Experience Institute, training through two top innovation authors, Tony Wagner and Drew Boyd), established cross-district collaboration teams focused on creating innovative thinking opportunities through both DT and PBL practices; Pilot DT student challenges will have taken place in grades K - 12; community member and local business and industry will support school efforts in preparing students with the skills and mindset of innovators; DILabs will be established and functional and safety protocols will be established.

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

a. Date Range July 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

Aug '17 to Aug '18 - PBS opens Innovation Central Hub (iHub) for public use; Districts will continue to participate in 50 hours or more of job-embedded PD through collaborations with our consortium partners as well as within each district; each teacher will design and implement a Design Thinking (DT) project; each district will hold a student exhibition night to publically showcase their work; continued evaluation of program components as well as evaluating PD protocols and DT quality rubrics; Innovation Central Leadership Team will meet six times each year to evaluate the school culture, PD offerings, ensure continued support and needs are being addressed and shared; PBS/ThinkTV continues to document school/educator/student experiences on the iHub Sep '18 to Jun '22 - Districts will continue to participate in 50 hours or more of job-embedded PD through the consortium; Teachers will be designing and implementing a minimum of two Design Thinking lessons each year; Student exhibition nights will increase to two times per year; Increased outreach to community stakeholders to ensure real-world quality DT challenges; On-going formal grant evaluation through Wright State University; PBS/ThinkTV produces the online PD component (video and documentation) for the blended learning platform; MU, YS and MVCTC utilize MVCTC's mobile robotics platform to showcase student work and disseminate best practices through Design Thinking Sep '19 to Jun '22 - Teachers will provide a high-quality Design Thinking lesson with commentary for publication/sharing on the iHub Aug '17 to Jun '22 - Jill Lindsey will provide a final analysis of the project's progress and success and results will be publically reported through the iHub at PBS/ThinkTV. Jun '22 - The consortium offers a free 2-day training in creating innovators through Design Thinking and Problem Based Learning (PBL), hosted by Yellow Springs, led by consortium educators and showcasing PBS LearningMedia and the iHub

## 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:

Innovation Central's collaboration will impact all districts by enhancing their collective capacity to develop in students the skills of innovation essential for success as a 21st century citizen. Each district will realize significant changes in both instructional and organizational practices: MU will place more emphasis on student-centered and cross-curricular instruction and assessment, with more flexibility in operational practices. YS will expand on its instructional and operational advances of the past three years while adopting PBL. MVCTC will utilize Design Thinking (DT) as an instructional classroom tool. Organizational changes will occur in all three districts through shared PD, resulting in lively and sustainable collaboration and mentorship opportunities; all pivotal changes that advance the paradigm shift to DT/innovative practices. Teachers will realize significant change. The traditional line will diminish between teachers and learners as increasingly collaborative cultures empower all learners to become critical thinkers and problem solvers. Teachers will realize increased capacity to engage and challenge students creatively, individualize learning and stimulate student interest and achievement. Schools will become student-centered learning environments where learning is no longer isolated to individual classrooms. The tools of innovation will spark curiosity and exploration and bolster student achievement. Opportunities will increase for parents and community members to become more engaged with both educators and students. Parents and communities will not only visually observe student work but also benefit from the results of their work in community-based real-world problem solving. Consortium districts enjoy strong academic performance; however, the implementation of Innovation Central will motivate and engage students/teachers resulting in increased student achievement and better equipping students for 21st century success.

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:

Jill Lindsey 937-775-3298 jill.lindsey@wright.edu Wright State University Office of Evaluation and Research 490 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH, 45435 Jill Lindsey currently serves as the Director of WSU Center for Evaluation Research providing research and consulting services related to organizational improvement and program evaluation. She is also the Director of Operations and Research for the Ohio Education Research Center housed at The Ohio State University. Dr. Lindsey is a tenured Professor and Chair of the Department of Leadership Studies in Education & Organizations in the College of Education & Human Services at Wright State University in Dayton, Ohio where she administers nineteen programs including a doctorate in Organizational Studies. Dr. Lindsey has published more than 50 articles and technical research reports with external funding exceeding five million dollars. She regularly conducts evaluations for K - 12 educational improvement initiatives.

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

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

The Evaluation for the Innovation Central Straight A project will be completed by Dr. Jill Lindsey of Wright State University. Evaluation will be a mixed-methods repeated measures design collecting academic performance data on state tests and progress measures on the skills of innovation. The dispositions and skills of innovation adopted by teachers, school administrators, and students will be assessed using a pre and post-assessments and observations. Data collection during the funding year will include: -Pilot teacher responses on the Gallup StrengthsFinder pre-assessment, classroom observations of pilot teachers' classrooms for pre-existing evidence of Design Thinking instructional practices. -Pilot teacher responses and learned knowledge from Design Thinking PD. -Gallup StrengthsFinder pre-assessment for all students and remaining teachers -2017 standardized test performance for students' grade 6-10. -Documented presence of Innovation Central Hub with resources for DT. Years One-Four Data Collection: -Annual standardized tests results for pre-assessed students - Classroom observations in Piloting Teachers' classrooms for evidence of DT instructional practices and self-directed learning. -Teacher responses and learned knowledge from Design Thinking PD -Documentation of Innovation Central Hub with PD progress videos. Years Two-Four -Gallup StrengthsFinder post- assessment for pre-assessed students graduating high school. -Gallup StrengthsFinder two- year assessment of a random sample of pre-assessed eighth and tenth graders (pre-assessed as 6th and 8th graders). -Annual Classroom observations for evidence of Design Thinking instructional practices and self-directed learning. -Sustained availability of Innovation Central Hub with resources for DT. Annual reports will be provided documenting progress and posted on the Innovation Central Hub. Two evaluation reports will be provided summarizing the progress of the Innovation Central Project. The funding year final report will be completed by June 30, 2017 with annual reports posted through June 2022. To facilitate communication and evaluation regarding the project, evaluator Lindsey will be copied on all project communications with the project principle investigators. Dr. Lindsey will communicate with District DT leads to obtain the list of pilot teachers. Dr. Lindsey will conduct the two interviews per year with District leads for progress monitoring and to discuss possible needed adjustments based on data. District Lead Interview Questions: 1. How is your DT project going? 2. How has implementation unfolded compared to your projected timeline? 3. How many teachers and students are engaged in DT activities? 4. How were pilot teachers selected? (Funding year only) 5. What activities have been provided thus far? 6. What materials are you using most? Least? Revisions? 7. How are you tracking progress and its impact? 8. What adjustments, if any, have you made to initial plan? 9. What has been most challenging so far? Easiest? 10. What has been most helpful in addressing the challenges? 11. What support have you received? From whom? 12. What support do you still need? 13. Anything you want to tell me you haven't been asked? Findings from the interviews will be included in the annual reports and shared on the Innovation Central Hub.

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.

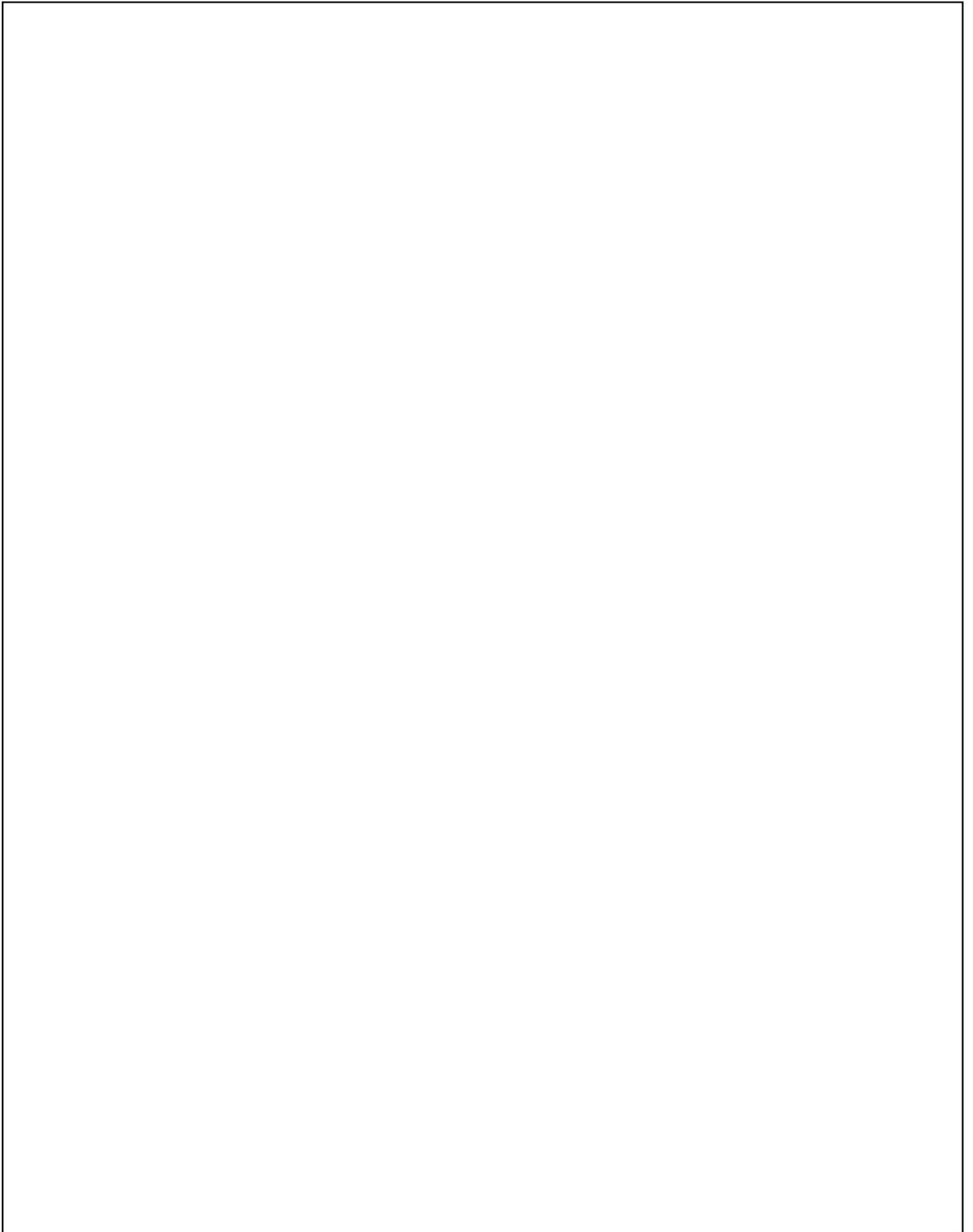
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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 Innovation Central Project will be replicable and scalable beyond the life of the grant because the resources created are accessible through the Innovation Central website, or iHub, as well as on PBS LearningMedia, a national digital content library for educators. Through these platforms, classroom resources as well as professional development tools developed for the project will be available to anyone with internet access. District leaders will have tools to share the vision and introduce Design Thinking in their own settings, allowing innovation to thrive in Ohio and beyond. PBS LearningMedia has over 1.8 million subscribers, including one third of all teachers in Ohio. Each of the consortium members will produce data related to measurable benchmarks, using qualitative and quantitative instruments. The focus of our evaluation is on developing the skills of innovation, which require the synthesizing of content knowledge and Design Thinking. Therefore, we will track academic performance and the development of the dispositions and skills of innovation. Students will be acquiring the skills of innovation through an instructional shift that embraces a new paradigm of learning. Progress measures will be updated and shared annually on the iHub. There is evidence from a three-year school-wide adoption of PBL in Yellow Springs schools that the focus on innovation produced gains in content knowledge, as measured by state assessments. Therefore, if implemented with fidelity, the consortium estimates the probability that Innovation Central will prove useful to others is 100%.

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 any or all identified consortium members or partners, that all supporting documents contain information approved by relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances. Dr. Virginia Rammel, Superintendent Milton-Union Exempted Village Schools



Consortium

Milton-Union Exempted Village (045518) - Miami 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>
Nick	Weldy	937-854-6272	nweldy@mvctc.com	Miami Valley Career Tech	051284	6800 Hoke Rd, Englewood, OH, 45315-8975	
Mario	Basora	937-767-7381	mbasora@ysschools.org	Yellow Springs Exempted Village	045674	201 S Walnut St, Yellow Springs, OH, 45387-1805	
Virginia	Rammel	927-884-7910	rammelv@milton-union.k12.oh.us	Milton-Union Exempted Village	045518	7610 Milton Potsdam Rd, West Milton, OH, 45383-9602	

## Partnerships

Milton-Union Exempted Village (045518) - Miami County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tony	Wagner	(617) 495-1000	tony@tonywagner.com	Harvard University Innovation Lab		223 Lakeview Ave. , , Cambridge, MA, 02138	
Eli	Sidman	(417) 459.2864	eli@expinstitute.com	Experience Institute		444 N. Wabash, Flr 2, , Chicago, IL, 60611	
Susie	Wise	(650) 736-1025	k12@dschool.stanford.edu	Stanford d.school		416 Escondido Mall Building 550, Room 169, Stanford, CA, 94305-3086	
Jill	Lindsey	(855) 231-7753	jill.lindsey@wright.edu	Wright State University		3640 Colonel Glenn Highway, 490 Allyn Hall, Dayton, Ohio, 45435	
David	Fogarty	(937) 220-1600	dfogarty@thinktv.com	Public Media Connect (ThinkTV)		110 South Jefferson Street, , Dayton, Ohio, 45401	
Drew	Boyd	(513) 398-3991	drew.boyd@uc.edu	University of Cincinnati		6697 Keeneland Way, , Mason, Ohio, 45040	

Implementation Team

Milton-Union Exempted Village (045518) - Miami County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Virginia	Rammel	Superintendent Milton-Union Exempted Village Schools	All superintendents in the Innovation Central Project are committed to the leadership responsibilities necessary to ensure the successful implementation of the Innovation Central initiative by providing: 1)high quality professional development for staff members 2) collaborative leadership with timely sharing of feedback, assessment results, reflections and revisions 3) commitment to intra-school teams and mentor school partnerships 4) commitment to and support of innovation	Dr. Ginny Rammel has a successful 40 year history at Milton-Union Schools (MU). Her career began as a fifth grade math and science teacher, then elementary school principal, then later as middle school principal. Ginny is now in her 9th year as district superintendent. Ginny's individual honors and recognition include: 1) Middle School National Distinguished Principal, 2) Martha Holden Jennings Scholar and 3) MU's Outstanding Teacher of the Year. MU stakeholders (students, staff, parents and community) know that Ginny leads the district using the "One Third Model" (1/3 student, 1/3 parent community, 1/3 staff) for student success. This collaborative leadership approach has earned MU many distinctions and successes including: 1) United States Department of Education 2014 Green Ribbon School award to MU's K12 facility. 2) 1999 National School of Excellence for MU's 900+ student elementary school, 3) Ohio Association of Elementary School Administrator's Hall of Honor for both the elementary and middle school while	Milton-Union Exempted Village School District along with Piqua City School District and Franklin Monroe Local School District in partnership with PBS ThinkTV successfully applied, piloted and implemented the Reading Expands All Children's Horizons (REACH) Straight A grant. This K1 literacy initiative was targeted at bolstering reading achievement by engaging parents as at-home partners through 1:1 devices and educational media. Also Milton-Union School District along with consortium partners have implemented the Ohio Department of Education Early Literacy Grant over the past several years including district-wide training in Orton Gillingham Reading Instruction for all primary teachers. Dr. Rammel has written, received and successfully executed many grant awards that have totaled well over \$2.5 million including: 1) LEADeveloped Student Growth Measures Grant Opportunity, 2) Race to the Top, 3) Network for Systemic Improvement Grant, 4) Venture Capital Grant and 5) Honda Outreach Grant.	PhD University of Dayton, MEd University of Dayton, BS Wright State University	5	

				<p>Dr. Rammel was principal. MU has experienced increased student achievement in spite of a rapid increase in the free/reduced population and socioeconomic divide. MU has also experienced increases in graduation from 88.6% in 2008 to 95.0% in 2013. Dr. Rammel also appealed to the MU community and stakeholders who responded with a 2008 bond levy to build a \$42 million K12 facility. Dr. Rammel was successful in leading the MU community stakeholders, contractors and staff through the entire building project from groundbreaking to dedication!</p>				
Jill	Lindsey	<p>Director Wright State University Center of Evaluation/Director Operations and Research Ohio Research Center The Ohio State University</p>	<p>Dr. Lindsey is committed to continue her work from the original REACH with all three districts by providing the tools and measures for the collection of data for the REACH with STEM Straight A grant. She will employ a mixed methods evaluation approach utilizing qualitative and quantitative data from parent logs, teacher reading plans, student reading performance and process documentation. Dr. Lindsey will compile data and utilize her experience and research to produce annual reports throughout the life of the grant summarizing the accomplishments, lessons learned and next steps recommended. Dr.</p>	<p>Jill Lindsey currently serves as the Director of the WSU Center for Evaluation Research providing research and consulting services related to organizational improvement and program evaluation. She is also the Director of Operations and Research for the Ohio Education Research Center housed at The Ohio State University. Dr. Lindsey is a tenured Professor and Chair of the Department of Leadership Studies in Education &amp; Organizations in the College of Education &amp; Human Services at Wright State University in Dayton, Ohio where she administers nineteen programs including a doctorate in Organizational Studies. Dr. Lindsey has published more</p>	<p>Dr. Lindsey is currently provides the evaluation tools and measures for the current REACH Straight A grant working with all three consortium district members. Dr. Lindsey has published more than 50 articles and technical research reports with external funding exceeding five million dollars. She has conducted evaluations for K12 educational improvement initiatives in ten states. Her research and publications focus on leadership, whole school improvement, and educator performance evaluation.</p>	<p>Executive Education Certificates Harvard University, PhD University of Dayton, MS Vanderbilt University, BMA University of Michigan</p>	5	

			Lindsey will share these reports with ODE and at professional conference settings to promote the work and encourage others to consider similar projects.	than 50 articles and technical research reports with external funding exceeding five million dollars. She has conducted evaluations for K12 educational improvement initiatives in ten states. Her research and publications focus on leadership, whole school improvement, and educator performance evaluation. She earned a B.M.A. from the University of Michigan, a M.S. in Human Development Psychology from Vanderbilt University, a PhD in Educational Leadership from The University of Dayton, and two Executive Education Certificates from the John F. Kennedy School of Public Policy at Harvard University.				
Nick	Weldy	Superintendent, Miami Valley Career Technology Center (MVCTC)	All superintendents in the Innovation Central Project are committed to the leadership responsibilities necessary to ensure the successful implementation of the Innovation Central initiative by providing: 1)high quality professional development for staff members 2) collaborative leadership with timely sharing of feedback, assessment results, reflections and revisions 3) commitment to intra-school teams and mentor school partnerships 4) commitment to and support of innovation	Dr. Weldy has a broad range of experiences in the educational arena. He has served as a teacher and administrator in both a comprehensive and career-technical environment. His educational career spans 16 years and includes experience at both the secondary and post-secondary levels. He has also been a Board of Education member in both a comprehensive and career-technical school district as well as being a former member of the Governing Board of the Dayton Regional STEM school. Dr. Weldy also served as an Outside Board of Directors for a local company.	The MVCTC operates in both secondary and post-secondary education. The district has experience in working with a wide range of projects that include both grant and/or district funding streams. The MVCTC was also selected as one of the original RAMTEC centers through the Straight A Fund grant in a previous round. The MVCTC is known statewide as an innovative district.	Ph.D.; University of Dayton, MST; Wright State University, BS; Wright State University, AS; Sinclair Community College	5	
Mario	Basora	Superintendent	All superintendents	While in his capacity	Our teachers and	Xavier	5	

		Yellow Springs Exempted Village Schools	in the Innovation Central Project are committed to the leadership responsibilities necessary to ensure the successful implementation of the Innovation Central initiative by providing: 1)high quality professional development for staff members 2) collaborative leadership with timely sharing of feedback, assessment results, reflections and revisions 3) commitment to intra-school teams and mentor school partnerships 4) commitment to and support of innovation	as superintendent with the Yellow Springs Schools over the past six years, Mario has led a K-12 pedagogical shift to Project Based Learning. During that time, Yellow Springs Schools has made significant growth and progress with student achievement and college/career readiness. Specifically, our educators, students, community, have accomplished the following: 1. Named to the US News & World Report "best high schools" list for three of the last four years and the third time ever in the history of our schools. a. In 2016, recognized with a "gold" award from the US News & World Report "Best High Schools" list. We were named the #13 high school in Ohio and the #1 high school in the entire Dayton/Miami Valley region. b. This is an especially noteworthy accomplishment given that of the top 25 districts on this list in Ohio, Yellow Springs spends almost \$2,000 less per student than the average. . 2. The top rated school district in Greene County on the recent 2014-15 school year report card. This is the first time in history that our district has been rated #1 in the county on the Ohio report card system.	staff have successfully received and reported on several large scale grants through the Martha Holden Jennings Foundation, the Yellow Springs Community Foundation, and other organizations over the last five years. In addition, over the last three years every Yellow Springs teacher has facilitated at least two major PBL projects for their students. With his experience and that of the Yellow Springs staff, he can offer the support needed to grow design thinking, PBL, and the integrated use of an innovation & design lab across the curriculum with students. One specific grant from this school year, The Alpha Grant (awarded from the Martha Holden Jennings Foundation) funded Yellow Springs educators and students facilitating a teacher/student two day workshop and follow up work with student project teams from Perry Local Schools and Wycliffe City Schools. Together, over the last four years our team has shifted learning from a traditional public school district to a K-12 project based learning pedagogy. We are now in our third year of implementing PBL in every classroom, K-12. In these projects, students have worked hard to meet authentic community needs.	University Supt Licensure, Miami University M.Ed, Northern Kentucky University B.A., Cal State Fullerton B.A. Political Science		
Gloria	Skurski	Chief Content Officer of Public Media	Ms. Skurski will be responsible for executive program	Education staff at ThinkTV, a PBS-member station,	PBS/Think TV along with Milton-Union Exempted Village	PBS/ThinkTV staff members	20	

		<p>Connect/Think TV oversight for the cross-departmental education and production teams that will support Innovation Central and the iHub. ThinkTV's responsibilities will include design team participation and production of the resources for documenting Innovation Central progress and lessons learned, curating Design Thinking and Innovation resources, training videos, project website and social media support.</p>	<p>have 20 years of experience in developing instructional media in partnership with K-12, higher ed, business and industry. Most recently, ThinkTV and partners developed the Straight A- funded REACH project, which included a collection of 32 interactive-self-paced lessons for K-1 students, as well as a website with videos for educators and parents. ThinkTV has developed dozens of career and curriculum videos for the Ohio Department of Education and the Broadcast Educational Media Commission, including a current set of parent videos on math and ELA curriculum for grades K-8. In addition to its experience in the creation of video and online resources, ThinkTV provides access to national PBS resources As a PBS station, ThinkTV is authorized to create and post content to PBS LearningMedia, a digital content library that is used by more than 1.8 million teachers nationally, including more than 33,000 educators in Ohio. ThinkTV has access to content created by PBS Digital Studios and many other sources, which can be incorporated into the Innovation Central hub. ThinkTV's online team has created numerous websites, including Election Central, a localized hub for the 2016 Presidential election, in partnership with Wright State University. Our</p>	<p>School District, Piqua City School District and Franklin Monroe Local School District have successfully applied for, piloted and implemented the Reading Expands All Children's Horizons (REACH) Straight A grant. This K1 literacy initiative was targeted at bolstering reading achievement by engaging parents as at-home partners through 1:1 devices and educational media. For this project PBS/ThinkTV's early childhood resources were combined with its video production and distribution capabilities in both Dayton and Cincinnati. ThinkTV is further expanding its digital media capabilities through REACH with STEM, an extension of the first grant, also funded by the Straight A Fund of the Ohio Department of Education. , !</p>	<p>hold various degrees specific to their skill contributions for this grant.</p>		
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education staff are experienced in creating interactive online resources for educators and students. Production staff, who will be creating the professional development videos for Innovation Central, have been recognized for their high-quality work through 15 regional Emmy Awards over the past 5 years. Our Manager of Educational Media, graphic designer, social media specialist and communications manager will also be part of the Innovation Central team at ThinkTV.