Budget

Muskingum Valley ESC (125252) - Muskingum County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (31)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	150,000.00	0.00	0.00	0.00	150,000.00
Support Services	162,000.02	25,920.02	631,498.96	7,499.00	0.00	0.00	826,918.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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						23,000.00	23,000.00
Total	162,000.02	25,920.02	781,498.96	7,499.00	0.00	23,000.00	999,918.00
						Adjusted Allocation	0.00
						Remaining	-999,918.00

Application

Muskingum Valley ESC (125252) - Muskingum County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (31)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Integrating and Expanding Early Intervention Support for At-Risk Students

2. Project Tweet: Please limit your responses to 140 characters.
The development and use of comprehensive, longitudinal data and intervention system to address risk early in a student's educational career.

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

678 Pre-K Special Education	2223 K	2307 1	2261 2	2172 3
2234 4	2140 5	2185 6	2293 7	2367 8
2535 9	2435 10	1698 11	1452 12	

Year 1

700 Pre-K Special Education	2197 K	2306 1	2254 2	2143 3
2213 4	2088 5	2131 6	2252 7	2343 8
2528 9	2429 10	1588 11	1297 12	

Year 2

723 Pre-K Special Education	2172 K	2305 1	2248 2	2114 3
2192 4	2036 5	2078 6	2211 7	2320 8
2520 9	2422 10	1477 11	1142 12	

Year 3

745 Pre-K Special Education	2146 K	2304 1	2242 2	2085 3
2171 4	1984 5	2024 6	2170 7	2296 8
2513 9	2416 10	1366 11	987 12	

Year 4

768 Pre-K Special Education	2120 K	2303 1	2236 2	2056 3
2150 4	1932 5	1971 6	2129 7	2272 8
2506 9	2410 10	1255 11	832 12	

Year 5

790 Pre-K Special Education	2095 K	2302 1	2230 2	2027 3
2129 4	1880 5	1917 6	2088 7	2249 8

2498 9	2403 10	1144 11	677 12

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.

If the project proves to be successful, it could potentially be replicated throughout the state. This would increase impact to cover nearly 1.7 million students state-wide.

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

First and last name of contact for lead applicant
Dr. Mike Fuller

Organizational name of lead applicant
Muskingum Valley Educational Service Center

Address of lead applicant
205 North Seventh Street, Zanesville, Ohio 43701

Phone Number of lead applicant
7404524518

Email Address of lead applicant
mike.fuller@mvesc.org

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

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

☑ Yes

☐ No

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

Add Consortium Members

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

☑ Yes

☐ No

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

Add Partnering Members

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

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

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

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

More than 100,000 students dropped out of Ohio's schools during 2006-2010, resulting in adverse life outcomes. Compared to high school graduates, dropouts are more likely to be unemployed, receive public assistance or become early parents and make up 75 percent of Ohio's inmate population. Each dropout is estimated to cost the nation $260,000 over his/her lifetime. Despite data systems and intervention supports currently in place, Ohio lacks an integrated framework for accessing and using validated longitudinal data to intervene early with at-risk students. Ohio's intervention system is largely piecemeal and lacks a system wide monitoring component. Often, interventions are too little, too late. For example, student mobility in Ohio is a significant problem for educators and is linked to dropping out of school. Currently comprehensive data and support services received do not readily follow transient students to a new school district, delaying and impeding uninterrupted support.

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

We will integrate, align and extend the various resources Ohio currently has in place to ensure each student is successful in school, and leaves school ready for a career or postsecondary enrollment. Ohio has implemented a Comprehensive System of Learning Supports (CSLS) that promote universal, early intervention, and intensive intervention planning based on student need. The CSLS promotes a wraparound concept of service which has construct validity but lacks standardization across districts and an integrated data component to

make it most effective. Ohio launched Project AWARE to better address mental health issues among school-aged youth. The project is appealing but operational details and how it integrates with other student supports is unclear. The Every Student Succeeds Act requires increased attention to attendance and school climate and both will become accountability indicators. Ohio mostly addresses attendance problems from a truancy perspective, typically because existing data do not monitor in real time individual student attendance. Promising is the newly launched Ohio's Student Success Dashboard that streams individual student data for educator use. It is coupled with Battelle for Kids' Resource Library to offer interventions based on identified student needs. Still, the dashboard lacks complete longitudinal data, and is currently restricted to grades 6-12. There is no web based tool to integrate student needs, and to document and monitor interventions. There is no systematic way of determining which students benefit from which type and intensity of interventions. We propose to enhance our current locally developed pre-kindergarten through college longitudinal data system to better identify and intervene with at-risk students. Our longitudinal data system is the most comprehensive one available in Ohio, and has been in development for more than 10 years. We are compliant with FERPA and ADA requirements, and house our data in password protected servers. Student demographic, discipline, attendance, course history, grades, standardized test data and enrollment patterns are collected from four ITC sites, state testing sites (ODE Success website, AIR), vendor web sites (STAR, DIBELS, AIMSweb) and from the districts for additional local generated student data. Independent of this Straight A proposal, we were selected this spring by the University of Chicago's Data Science for Social Good initiative as a project fellow to refine our data system for a validated and functional early warning system, a significant step forward for our local efforts. We will align our longitudinal system with the Ohio's Student Success Dashboard model to ensure data consistency and relevance across the grade span. We will develop and deploy a web based student attendance dashboard that is updated nightly to show attendance trends at the individual, classroom and building level, and flag students with attendance problems. We will develop or upgrade a common web tool to retrieve student data for planning, intervention and monitoring. Five years ago, we developed a tool that can serve as a prototype for an upgraded version. Included will be a systematic coding of interventions to permit better assessment of effectiveness. We will collaborate with OSU's College of Social work to implement student perception surveys, linked to effective social and psychological well-being interventions. Districts will be trained on a standard protocol for data use, intervention team structure, documentation and monitoring. Every school building will house an assistance team that will use the same tools and methods regardless of grade level, building or district. This addresses student mobility unknowns as data will be available through our integrated data system that follows the student within our participating districts. Participating educators will be provided data informed professional development that avoids excessive educator pull outs.

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.

Immediate outcomes 1. Track attendance daily to ensure all students regularly attend school. 2. When student enrollment changes occur, all student data will be transferred within two school days to the receiving school. 3. Follow a standard protocol within and across districts to determine, document and monitor at-risk students to ensure student support consistency and efficacy. Intermediate outcomes. More students will: 4. Meet the third grade reading guarantee. 5. Score proficient or higher on all state mandated achievement or end of course tests. 6. Attend school more than 93% of the school year. 7. Report satisfaction with school and peers. Long term outcomes. More students will: 8. Graduate high school within 4 years of high school enrollment. 9. Enroll in college and be prepared to graduate within 3 to 6 years of college enrollment. 10. Directly enter the workforce from high school and be gainfully employed within 1 year of graduation.

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.

Current at-risk approaches must be aligned and integrated to better serve students and educators. Data analytics and predictive models must be improved and used by educators to permit the early identification of at-risk students. This will be accomplished with assistance from the University of Chicago. We will continue to validate our longitudinal data for an enhanced early warning system. Web based tools that can auto populate student data, document meetings and services for identified students, and track coded interventions for effectiveness are needed. Our proposal will either develop these dashboard tools or upgrade existing ones. Professional development must be strategic and data informed. Districts must adhere to a standard for examining and using the data and tools to intervene and monitor progress. This will permit greater continuity of support as students transfer from school to school, and will allow districts to better communicate and learn from their collective efforts.

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

Our educational service center (ESC) is unique in Ohio as it has the only stand alone data department. The department has 6 full time employees who collectively have backgrounds in psychology, education, systems engineering, marketing, project management, and database design and development. The data department has provided products and services to all of Ohio's ESCs, and nearly 40% of local school districts over the past 15 years. In addition the data department has provided services to educational entities in 16 states. The department is a recognized innovator in data extraction and compilation methods, research and analysis, and data training for educational improvement. An example is the development and use of a comprehensive pre-kindergarten through college longitudinal data base. We have built and deployed college and career readiness dashboards; compiled and distributed granular attendance reports; developed a prototype web based intervention tool; tracked and analyzed the k-12 academic history of students enrolled in college; built, administered and reported student perception data; and built a variety of data capturing tools for local and formative assessments. We actively collaborate with 3 major research universities, The Ohio State University, Ohio University, and the University of Chicago. We are well grounded in research literature pertaining to school improvement, and research design and analysis. Many of our historical efforts to use data for school improvement are now gaining increased traction in the professional literature. The U.S. Department of Education reports students who miss 18 or more days of school each year puts them at significant risk of failing to graduate from high school. This is but one of many well established variables relating to dropping out of school. Academic failure, lack of a future orientation, and student disengagement are other markers. The National Center for Educational Evaluation and Regional Assistance, published "A practitioner's guide to implement early warning systems (January, 2015). It stated that despite the growing use of Early Warning Systems (EWS), research on their implementation and use is sparse. Districts remain daunted by knowing which interventions are meaningful and

effective, while accommodating a district's financial and time constraints. Additionally, this guide cites an extensive research literature pertaining to the development and effective use of EWS, much of which we will incorporate into our proposed project. The University of Chicago is prominently noted in this guide, one of our university partners. Our long standing work in the area of data analytics for school improvement and our higher education partnerships make this proposed project feasible to undertake and accomplish.

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).

1. Increased student attendance 2. Increased student achievement 3. Increased school connectedness (perceptions of interpersonal relationships and a sense of belonging at school) 4. Increased high school graduation rates 5. Increased postsecondary enrollment and graduation rates 6. Increased employability directly out of high school

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

1. Daily Attendance, 2015 = 94.7%. Target: 96% of students attend more than 93% of the school year. 2. Scoring at or above proficient on state tests, 2015 = 77.5%. Target: 95% of students will score at or above proficient on assessments. 3. Students who feel they do not connect to their school, 2014 = 19%. Target: 98% of students in grades K-12 will report a sense of connectedness to their school. 4. 4-Year High School Graduation Rate, 2014 = 92.1%. Target: 98% of students will graduate within 4 years of entering high school. 5. Completed college within 6 years of HS graduation, 2009 = 31%. Target: 70% of students will graduate within 6 years of entering college. 6. Baseline data n/a. Will conduct a survey during Year 1 to determine employment characteristics for non-college bound students. Target: A statistically significant and meaningful increase in employability for students entering the workforce directly out of high school.

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

Our project is based, in part, on Ohio's Comprehensive System of Learning Supports (CSLS). CSLS promotes a 3 tiered approach to support students' educational, psychological and social needs: 1. Universal programs and services for everyone 2. Early intervention for specific groups with identifiable needs and risk factors 3. Intensive intervention for students with multiple co-occurring issues, such as academic problems and health or mental health needs. By refining and delivering data in user friendly web portals, establishing auto generated alerts for at-risk students, standardizing the protocol for examining and using the data, coding and cataloguing interventions across schools and districts, we can be more specific in determining what works best for groups or individual students. Our proposed project will allow all students to be tracked regularly, if not continuously, across a number of discrete variables associated with at-risk determinants. This will allow educators to alter intervention strategies, if needed, more readily than what currently exists, a significant limitation in the Early Warning System literature (see The National Center for Educational Evaluation and Regional Assistance, "A practitioner's guide to implement early warning systems (January, 2015)). The data will guide educators when and for what length of time and intensity to intervene. Data will be collected and aggregated continuously on levels of progress by identified students, offering an additional level of project efficiency. When our data tell us interventions or supports are offering little benefit, the course of action will be altered to better accommodate the student need.

☐ 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 indictor 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.

1. A consistent means to track transient students as they change schools and districts. 2. A rapid transfer of student data to the receiving school or district when enrollment changes occur. 3. Less interruption and delay in addressing transient student's learning needs. 4. A standardized protocol for receiving and using student related data. 5. Coded and catalogued interventions to allow consistency across schools and districts to determine what works for which students. 6. A shared forum for local successes and an opportunity to work together to address common barriers. 7. A streamlined professional development model based on data. 8. A sense of educator empowerment and satisfaction with ability to meet the demands of at-risk students. 9. An increase in the percent of students who earn an associate or higher post-secondary degree. 10. An increase in students gainfully employed one year out of high school.

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.

Districts working together must have shared problems to solve. Our member districts have many: inter-district student mobility; ineffective interventions; lack of functionally relevant and actionable data; and low college enrollment and completion rates. Each district often attempts to address these problems on its own, with limited effectiveness. Districts must have access to shared resources, services and expertise. They have these as members of our educational service center (ESC). Member districts routinely meet at the ESC to plan, collaborate, and share ideas and opportunities. Districts must be willing to implement a standard means of addressing at-risk student needs. Given their history of collaboration and mutual sharing, this should not present any significant impediments to implementing the proposed project uniformly across the 14 districts.

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.

Working cooperatively and collaboratively across district boundaries is becoming the norm. Multi district collaborations are shown to save money and help share best practices. In June 2012, Ohio released, "Beyond Boundaries: A Shared Action Plan for Ohio Schools and Governments", which provided a road map for a more cost-effective, collaborative way of doing business, including strategies that reduce costs, improve efficiency and deliver improved government and educational services. In 2014, 15 Ohio school districts, a local university and an educational service center were awarded a $14.4 million dollar grant (Innovation Generation) to work together with employers to develop the kinds of skills in students needed by employers. Such an undertaking was not possible by any one district working alone. Preliminary results from this grant show that more students are gaining a jump start on earning credentials for employability.

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

1. Increase in educator use of data and web based tools for assisting at-risk students 2. Decrease time for relevant data to arrive when students enroll mid-year in another consortium district 3. Increase educator perception of efficacy in meeting at-risk students' needs.

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.

1. Baseline data not available. Frequency of Early Warning and intervention System tools usage will be captured and aggregated. Target goal: each participating school will utilize the tools at least once monthly, during the school year. 2. Baseline data not available. Target goal: electronic student data will be available no later than 2 school days after student enrolls from one consortium district to another. 3. Baseline data will be collected within the first semester of year one of the grant period, utilizing a standardized measure, such as Teachers' Sense of Efficacy Scale. Target goal: a statistically significant and meaningful increase in teacher perception of efficacy from baseline to the completion of the grant.

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

We will meet and collaborate monthly with those charged with student achievement -- teachers, curriculum directors, superintendents. Guidance counselors meet quarterly. At each of these meetings, an aspect or topic related to this project will be incorporated into the agenda. This is where we can collect anecdotal data on what is working or where there are opportunities to course correct or try a different approach (data or intervention methods). The MVESC curriculum, student services and psychology departments provide daily building based services in member districts. These department contacts will be reinforcing the standardized approach and implementation critical

to the project. They can collect anecdotal feedback from our district partners and will also be conducting periodic qualitative reviews with our evaluators to monitor and validate successes and challenges. The data will provide leading indicators by telling us the efficacy of interventions in real-time, not annual or long-term evaluations. We will be continuously refining our data models to look for patterns across more than 30,000 students on a constant basis. This is an approach borrowed from private industry. By using the data in the same way private retailers do, we can customize approaches at the student level and review the productivity of students and related interventions.

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
- [x] 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.

999,918.00 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.

Salaries and Benefits Data Center Analyst $55,000 $63,800 Ret 14% Med. 1.45% WComp ins. .55% $8,800 Project Manager $35,000 $40,600 Ret 14% Med. 1.45% WComp ins. .55% $5,600 Project Director $72,000 $83,520 Ret 14% Med. 1.45% WComp ins. .55% $11,520 Purchased Services Substitute teacher expenses to support professional development $150,000 (1,500 teachers x 1 day @100 per day) Consultant contract for data refinement, modeling and monitoring $100,000 Consultant contract for gathering and incorporating student perception data into our longitudinal data set $100,000 Attendance dashboard development, management and support $100,000 Professional development curriculum development and implementation $175,000 Coded intervention catalog development and implementation $50,000 Grant Evaluation (contract with Ohio University) $50,000 Meeting expenses consisting of: $56,499 Reimbursement for release 1 person x 2 meetings x 10 months x $100 x 14 districts = $28,000 Reimbursement for mileage to travel to 20 meetings x 14 districts = $28,499 Supplies Meeting supply costs for paper, files, printing, postage, etc. $7,499 Indirect Costs Governance/Fiscal Fee (MVESC) $23,000

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

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

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

Grant funds will be expended in year 1 that ensure districts will not be burdened by any increased costs associated with sustainability. Monies will be front loaded in year one for professional development substitute costs, proportional to a district's staffing, to cover estimated time over the

life of the grant for staff to attend any needed pull out training or meetings. Districts will ration their proportion over the 5 years with guidance from our team and their own best estimates. Likewise, support from ESC curriculum, student services and psychology will occur throughout the 5 years of the grant, even though full payment for their services occur within year 1. Districts will continue to contract with the ESC for the other necessary services they provide, independent of this grant proposal. This is not a sustainability cost, but rather a continuation of service agreements that the ESC has long held with local districts. Districts' costs will actually be reduced for ESC services over the 5 years of this grant as the data department will waive its charges. The grant will offset the data fees. Purchased service agreements with external vendors will be entered into in year 1 that stipulates all fees and costs are for the full 5 years of the grant, and no bill backs to districts are permitted for any unforeseen increase in costs.

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.

Districts are already required to provide services, including interventions and success plans, to students. Our proposal is a refinement of a current process. No additional personnel, technology, supplies, subscription fees or equipment is necessary for consortium districts or the ESC. Consortium districts will save within their purchased services line item by receiving waived MVESC data services during the grant sustainability period (FY18-FY22). As an aggregate, the proposed budget covers waived fees.

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.

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 RangeFebruary 2016-October 2016

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

Planning for this project began at the start of 2016 as various initiatives and tools related to student achievement, attendance and risk have been announced or launched. The lack of an overarching tool or method to knit these initiatives together became obvious. It was decided then to begin the work of developing a proposal to use our current longitudinal data set as a means of spanning the student continuum. Planning will resume in earnest if the grant proposal is awarded. During the planning phase these benchmarks will occur: 1. A steering committee will form and meet to direct the activities of the grant. - August 2016 2. A project manager will be identified to drive the project and develop a project management plan. - August 2016 3. Schedule district planning sessions to flesh out needs specific to district culture and populations. We haven't provided this level of opportunity for districts to express needs specific to this project prior to submitting the grant and would like to gather this insight during the planning phase. - August/September 2016 3. Data resources within each district, ITC and our ESC will need to be identified to become point people for the data transmission and refinement. - September 2016 4. The implementation team needs to be identified. - September 2016 5. A strategy to ensure communication occurs to all 14 members of the consortia. - September 2016 6. The implementation team will need to meet with the project manager to define milestones, timelines and next steps. - October 2016

22. Implementation(grant funded start-up activities)

a. Date RangeSeptember 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

During the implementation phase, these benchmarks will occur: 1. Complete data model refinement. MVESC is already working with the University of Chicago to refine the data model and this is scheduled to complete by late summer 2016. - August/September 2016 2. Identify best methods to feed data results and findings to administrators and teachers. - August 2016-January 2017 3. Develop a daily attendance dashboard. - November 2016 4. Collaborate with Ohio Educational Research Center to incorporate MVESC data within the Student Success Dashboard and broaden student indices. - November 2016 5. Develop prototype of coded intervention catalog. MVESC curriculum team will gather intervention methods across districts, distill and standardize the interventions and matched interactions. - January 2017 6. Develop prototype of web-based intervention tool (EDGE, v. 2) to capture student information and use to specify applied interventions and monitor progress. - January 2017 7.Develop protocol for intervention teams to review data and begin acting upon model findings. - January 2017 8. Provide professional development for staff on the systems and methods, the tools and complementary resources. - January-June 2017 9. Interventions will be coded and catalog will be in effect. Student engagement and school climate will be coded within this index as well. This milestone is critical in helping districts speak a common language around these indicators and topics. - June 2017

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

a. Date RangeAugust 2017-August 2022

b. Scope of activities - include all specific completion benchmarks

The development and implementation of an early warning and intervention system will occur within the 5 years of the grant. The model will continue to be refined in the years thereafter, and will become part of the institutional fabric of how the work of supporting students and educators is accomplished. Newly hired educators will be trained in the programmatic features of the system, and locally monitored and mentored in how to use the data most effectively. Veteran educators will continue to receive updated support and professional development as circumstances warrant. Their input as end users will be regularly solicited for improvement purposes. The ESC will support the data and tool interface to ensure the model continues to provide the needed data to meet long term student outcomes. The data department will regularly monitor, at the district and school level, implementation and improvement needs, and address them timely. The ESC will continue to serve as a location for collegial sharing and updating of practices. The curriculum department will continue to code and catalogue interventions across districts. This will permit a better mechanism for sharing effective practices across districts, and greater research and analysis functionality for dissemination in the professional literature. The ESC and partnering schools will continue to seek forums to enrich efforts at the local level and to share with other educational entities its successes and methods. All of the practices outlined above will help sustain enthusiasm and momentum for the use of the early warning and intervention system.

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:

Changes to instructional practices within our consortium are anticipated on many levels. The ESC will become the hub for districts to share successes and challenges, receive ongoing professional development and provide the enhanced tools and resources critical to the project's success. As the project evolves, the ESC will become a natural source for collaboration and shared services. Data will become an even more important tool in informing educators on the needs of their students and the pulse of their district. Harnessing the power of our longitudinal data will provide valuable insights into ways to reach students early and direct their paths toward success. Using the data to populate a daily dashboard that classrooms utilize every day will change how districts think about data frequency. It is our hope data will become the foundation for making instructional, disciplinary and intervention related decisions. The intervention team structure will change as a result of this project. We will be providing districts with a uniform model and resources to quickly meet, work through student needs and decide on appropriate and effective interventions. We envision the pairing of a coded intervention catalog with the enhanced web-based tool to capture, sort and report on interactions will streamline the intervention process and create efficiency for the intervention team. Developing a data stream that will follow students across districts will change how administrative offices and counselors currently move this information from past schools of enrollment to new ones. We anticipate reduced delays in transporting this information and improving the service levels provided to this student population. It is our intent to change how districts do business as it relates to data and collaboration. By incorporating these tools and forums into the everyday workings of a district, it can become part of the culture, service models and methods in the future.

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:

Dr. Marsha Lewis Ohio University, Voinovich School for Leadership and Public Affairs lewism5@ohio.edu 740-593-1435

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.

We will contract with an outside evaluator who has a proven track record of successfully evaluating large grant programs. The evaluator will employ a mixed method analysis of the grant, utilizing both qualitative and quantitative components. The evaluator will collect, analyze and report outcome data related to student achievement and shared services goals, as follows. By the conclusion of the grant: 96% of students will be in attendance more than 93% of the school year. 95% of students will score at or above proficient on all required assessments. 98% of students in grades k-12 will report a sense of strong connectedness to their school. 98% of students will graduate within 4 years of entering high school. 70% of students will graduate within 6 years of entering college. A statistically significant and meaningful increase in employability will occur for students entering the workforce directly out of high school. Each participating school will utilize the tools at least once monthly, during the school year. Electronic student data will be available no later than 2 school days after student enrolls from one consortium district to another. A statistically significant and meaningful increase in teacher perception of efficacy will occur from baseline to the completion of the grant. The ESC data department will provide all necessary quantitative data to the evaluator. However, the evaluator is free to set up any other data aggregations necessary to fully evaluate this grant. The evaluator will conduct various types of interviews and conduct on site observations. The evaluator will critically determine whether the project is meeting timelines and objectives, and is implemented with fidelity across participating schools. The evaluator will report findings regularly to the grant recipients, occurring formally every 6 to 12 months, and to the Ohio Department of Education on its prescribed timeline. After the grant period has ended, consortium meetings will continue. Data management and reporting will continue as models are refined and continuously updated.

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

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

This project can be replicated in districts throughout the state, as long as participating districts are willingly to work together and have a centralized location for implementation and resource management of the project requirements, such as through an ESC partner. This model can be scaled as early as the third year of the grant cycle. Much of the data refinements, tool development and enhancements, and intervention coding schemes will be operational, and ready for implementation beyond the present consortium districts. At the local level, there will be a need to establish programmatic agreements, set up local data extraction components, code and catalogue interventions, and train and support local educators in the model. Given sufficient personnel support, this can be accomplished within one school year, possibly sooner. We will develop a guide to support implementation, knowing that we will still need to offer hands on help in implementing and supporting the model. We anticipate multiple publications from this project. The University of Chicago wants examples of successful data systems that promote the social good to present at various conferences and in publication outlets. The same is true for our partners at the Ohio State University and Ohio University. They will present and publish on relevant aspects of this grant. In addition we will seek outlets at the state and national level that tells this story to the public at large, and in particular to parents and community leaders.

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).

Christine Wagner David Branch

Consortium

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Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Jill	Sheridan	740-826-7655	jsheridan@eastmschools.org	East Muskingum Local	048835	13505 John Glenn School Rd, New Concord, OH, 43762-9702	
Dalton	Summers	740-824-3251	dalton.summers@rvbears.org	River View Local	046482	26496 State Route 60, Warsaw, OH, 43844-9714	
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John	Marks	740-545-6354	john.marks@omeresa.net	Ridgewood Local	046474	301 S Oak St, West Lafayette, OH, 43845-1339	
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Lori	Lowe	740-962-2782	mc-lowel@seovec.org	Morgan Local	048777	PO Box 509, Mc Connelsville, OH, 43756-0509	
William	Harbron	740-455-4052	wharbron@westmschools.org	West Muskingum Local	048884	4880 West Pike, Zanesville, OH, 43701-9390	
Tom	Perkins	740-743-1303	no_tperkins@seovec.org	Northern Local	049056	8700 Sheridan Dr, Thornville, OH, 43076-9757	
Matt	Sheridan	740-982-7040	matt.sheridan@crooksville.k12.oh.us	Crooksville Exempted Village	045351	4065 School Drive, Crooksville, OH, 43731-1013	
Casey	Coffey	740-342-4133	nl_ccoffey@seovec.org	New Lexington City	044479	2549 Panther Drive, New Lexington, OH, 43764-0630	

Partnerships

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Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
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Randy	Olsen	855-231-7753	randy.olsen@chrr.osu.edu	The Ohio State University, Ohio Education Research Center		Page Hall, 1810 College Rd., Columbus, Ohio, 43228	
Dawn	Anderson-Butcher	614-292-8596	anderson-butcher.1@osu.edu	Ohio State University, The	063214	190 N Oval Mall, Columbus, OH, 43210-1321	
Marsha	Lewis	740-593-1435	lewism5@ohio.edu	Ohio University	063024	HDL Center Suite 279, Athens, OH, 45701	
Angie	Underwood	740-283-2050	angie.underwood@omeresa.net	Ohio Mid-Eastern Regional Education Service Agency (OME-RESA)		2320 Sunset Blvd., Suite 2, Steubenville, Ohio, 43952	
Todd	Wolfe	7405947663	twolfe@metasolutions.net	Meta Solutions, formerly SEOVEC		221 Columbus Rd., , Athens, Ohio, 45701	
Jon	Bowers	7403453400	jbowers@laca.org	Licking Area Computer Association (LACA)		150 S. Quentin Road, Roosevelt Bldg., 3rd Floor, Newark, Ohio, 43055	
Mike	Carder	740-389-4798	mcarder@treca.org	Meta Solutions, formerly TRECA		100 Executive Dr., , Marion, Ohio, 43302	

Implementation Team

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Sections

Implementation Team								
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Education**	**% FTE on Project**	**Delete Contact**
Marsha	Lewis	Associate Professor, Ohio University's Voinovich School for Leadership and Public Affairs	Ohio University's Voinovich School for Leadership and Public Affairs will serve as the external evaluator for this project.	The Voinovich School has extensive experience in program evaluation and the development of performance measurement systems to help expand the capacity of organizations both at the local and state level.	Dr. Lewis serves as the evaluator for another shared services Straight A Fund grant related to transportation efficiencies. She also serves as a senior data analyst for research and evaluation projects and holds a Ph.D. in educational research and evaluation with concentrations in statistical analysis. Marsha is one of Ohio University's lead researchers in the Ohio Education Research Center.	Ohio University, Ph.D., 2013	10	
Mike	Fuller	Director, Center for Innovation and Data Services	MVESC will serve as the lead on planning, implementation and sustainability activities, communication with ODE and the consortium members on matters related to grant implementation.	The Muskingum Valley Educational Service Center's data department has a statewide reputation for developing data products and services that support district's improvement efforts. The data department is composed of a professional team with diverse, but complementary expertise that adds to its ability to undertake and successfully manage this project. Members of the team have published original research and scholarly articles related to psychology and education, have provided numerous trainings related to process improvement (Lean 6 Sigma), and have collectively worked on improvement projects in government, and in medical, mental health and educational settings that have saved or avoided costs of more than $9 million. In addition, the data	MVESC has served as the lead partner in another shared services Straight A Fund grant related to transportation efficiencies. The consortium consists of 20 local school districts, 4 ESCs, 2 ITCS and 1 Board of Developmental Disabilities. Through MVESC's oversight, initiative and dedicated resources, the project is well on track to create spending reductions in each member's five year fiscal forecast and is planning to expand the consortium based on project results and success.	Ohio University, Ph.D., 1988	50	

				department has secured more than $2.5 million in improvement grants in the past 5 years.				
Rayid	Ghani	Director, The University of Chicago's Data Science for the Social Good	Current and continued partnership with MVESC to refine our longitudinal data set in preparation for this project's award.	The Data Science for Social Good program trains data scientists on data mining, machine learning and big data. They have worked closely with governments and nonprofits to address real-world problems in education, health and other projects with social impact.	Past projects have included an early intervention system for the White House, student enrollment prediction for Chicago Public Schools and increasing graduation rates for Montgomery County Public Schools.	Carnegie Mellon University, 2001	10	
Randy	Olsen	Faculty Emeritus/Director, The Ohio State University's Center for Human Resource Research	Dr. Olsen has agreed to partner with us to extend their design and functionality components to our Early Warning and Intervention System, which will enrich both systems for a more seamless integration for Ohio's educators.	Has developed a Student Success Dashboard, currently managed by Dr. Randy Olsen that will soon be available to Ohio's schools.	Dr. Olsen, the former CER director, is the principal architect of a long standing and highly regarded longitudinal data system that aggregates and follows adult outcomes across a number of variables.	University of Chicago, Ph.D, 1977	10	
Dawn	Anderson-Butcher	Professor, The Ohio State University's College of Social Work	Will partner with MVESC to incorporate student perception data into our current data set.	Through OSU's Community and Youth Collaborative Institute, multiple projects and initiatives that focus on the development of school-family-community partnerships and family support initiative have been developed and implemented.	Dr. Anderson-Butcher is a recognized leader in school improvement and regularly consults on projects both nationally and internationally.	University of Utah, Ph.D., 2000	10	