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Adjusted Allocation 0.00

Remaining -998,098.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
MicroSchools with Mega Impact: Customizing learning for urban children

2. Project Tweet: Please limit your responses to 140 characters.
Rethinking what teachers, students & schools do, and how we're organized to do it: Oak & PAR launch #MicroSchools with Mega Impact

This is an ultra-concise introduction to the project.

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

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

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4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

20,000 additional Ohio students will be directly impacted through this investment. OAK/Par and partners will hold 4 Microschool Design Labs to provide supports and resources to schools interested in prototyping microschool models in their school or district. The format will be similar to Ohio's highly successful Personalized Learning Design Lab (March 2016). It is anticipated that each Design Lab will incubate prototypes in 10 schools (40 schools total) with enrollments of approximately 400 students. Design Labs anticipate directly impacting 16,000 students. We will conduct deep engagement within Ohio STEM Learning Network to replicate relevant elements within their respective schools, impacting over 4,000 more children. OAK and Par are members of Ohio Alliance for Public Charter Schools and through this network network we plan to share MicroSchool practices possibly impacting more than 80,000 children attending brick and mortar community schools.

5. Lead applicant primary contact: - Provide the following information:
First and last name of contact for lead applicant
Angela Thi Bennett
Organizational name of lead applicant
OAK Leadership Institute
Address of lead applicant
8610 Hough Avenue, Cleveland, Ohio 44106
Phone Number of lead applicant
216-229-7178
Email Address of lead applicant
abennett@oakleadership.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 a 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

OAK Leadership Institute and Par Excellence Academy are small urban community schools serving children in extreme poverty. Historically, we faced great challenges: low achievement, lack of instructional coherence from inexperienced teachers, challenging fiscal systems, and low expectations. Par implemented personalized multi-age reading instruction garnering 100% success rate on Ohio reading assessments. OAK's use of problem based learning and wrap around services improved overall value added rate (F-B). But we struggle with poor data and data inquiry infrastructures to assess/support achievement, recruiting/retaining high quality, innovative teachers and accessing rich, rigorous and relevant curriculum. We are not meeting the unique needs of every child. We must develop more nimble organizational models using practices and process that intentionally and continuously drive change so we can customize learning and supports for children and families breaking the cycle of poverty.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

OAK, Par and partners (EnvisionEdPlus, Innovation Partners, BattelleEducation, Teaching Institute for Excellence in STEM, Cleveland State University/NEO-MED, ISTEM Early College) bring to Ohio the mega-impact of a new instructional and operational model referred to as MicroSchools. MicroSchools are small, highly personalized, teacher-led schools that integrate technology and problem based learning (PBL) to create rich student focused learning. They have nimble organizational models with practices and processes to intentionally and continuously 'push the envelope' to personalize learning. MicroSchools are NOT the small schools movement of years past. We are ditching conventional school models- redesigning student experiences from scratch. With partner guidance, we will test promising concepts in intimate environments while our faculty, families, students, Boards and stakeholders provide high frequency feedback. We will strengthen idea cultivation in both schools while using technology to systematically vet ideas, tools and content as none of us can do alone.

DESIGN/SCALE 2 URBAN MICRO SCHOOLS: In context of each school's unique identity, we will use common MicroSchool design components creating: a) multi-age classes with competency based learning rich in PBL and technology; b) clear, child friendly paths showing student progress with ongoing data analysis to monitor and adapt each child's learning trajectories; and c) student-centered pedagogy giving children choice in path, pace and place of learning. All staff training: Y1 data driven student centered pedagogy, Y2: Performance Based Assessment/Trauma Impacted Youth. Scaled by roll out: technology/competency based learning 2016-17 Early Adopter Pilot (1 teacher, approx.10 multi-age students per school) with deeply embedded coaching/partner support will prototype systems, exponentially growing each child's achievement and family supports. MicroSchool Design Teams (partners, leaders, staff, families) will create/test/refine new operational and instructional practices, while planning strategies to address potential crises (e.g. subs in MicroSchool model); leverage local/state/national resources; create change management plans; define achievement and change management progress monitoring metrics; secure software and devices to inform and facilitate instruction/learning support tailored to student/family needs; and create FabLab/makerspaces to engage learning and college/career ready skills. MicroSchool model begins Fall 2017 gr 4-5 (Par), 6-8 (OAK) and scales 1-2 grades/year until fully implemented in 2022 (OAK K-8: 180 students, Par K-5: 165 students). RE-INVENT TALENT DEVELOPMENT: MicroSchools require a new breed of educators skilled as solution designers, learning facilitators and tool/process developers. We need systems to cultivate educators ready, willing and able to work this way. OAK, Par and partners will: create roles and competencies to better recruit, onboard and retain outstanding, innovative teachers and leaders; identify new partners forming a teacher-leader pipeline; and redesign the bigger context in which educators work. Our deep, personalized and blended adult learning will build teacher/leader skills to implement and scale MicroSchool practices, technologies and processes toward a vision that all uses of staff, time and resources are driven by student/family needs. SCALE MICRO SCHOOL ELEMENTS ACROSS OHIO: We will host 4 MicroSchool Design Labs engaging up to 40 new schools to test/spread successful innovations. This Mega Impact investment will exponentially grow each child's achievement/family supports, spark economic self-sufficiency for 345 children/families, transform communities and speed up innovation in 40 new schools while reducing risks of transformational change. We will have $80,485 total in sustainable costs, reduce costs by $285,000 through reallocation by 2022 and be sustainable without additional income.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

   a. Student achievement

   i. List the desired outcomes.

   Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

   By 2022, OAK Leadership Institute and Par Excellence Academy will Launch Ohio's First two MicroSchools exponentially growing each child's achievement/family supports, sparking economic self-sufficiency for 345 children and their families; Begin transforming two high poverty, urban communities; Re-design Talent Development to recruit, onboard and retain outstanding, innovative teachers and leaders; identify new partners forming a teacher-leader pipeline; and redesign the bigger context in which educators work. Our deep, personalized and blended adult learning will build teacher/leader skills to implement and scale MicroSchool practices, technologies and processes toward a vision that all uses of staff, time and resources are driven by student/family needs. SCALE MICRO SCHOOL ELEMENTS ACROSS OHIO: We will host 4 MicroSchool Design Labs engaging up to 40 new schools to test/spread successful innovations. This Mega Impact investment will exponentially grow each child's achievement/family supports, spark economic self-sufficiency for 345 children/families, transform communities and speed up innovation in 40 new schools while reducing risks of transformational change. We will have $80,485 total in sustainable costs, reduce costs by $285,000 through reallocation by 2022 and be sustainable without additional income.

   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.

   1 When teachers are empowered to function as autonomous professionals and leaders, it builds professional confidence and pride feeding effective teaching practice (Ware, Kitsantas, 2007). 2 Key personalization instructional elements have positive effects on learning including individualized instruction (Alexander, Murphy, 1998); assessment & feedback for learning (Pashler, Bain, Bottege, et al., 2007); active learning (National Center on Universal Design for Learning, 2011); using data to drive improvement (Rothman, 2000) & mastery-learning (Vosniadou, 2001). 3 Organizational Innovation culture and a learning agenda intentionally and persistently drive organizational change to connect resources that are not yielding results to that which is thus enabling pursuit of achievement in a way that is sustainable. Research shows process innovation, product improvement and "school innovation," could improve quality of education and policy (McRoy, Gibbs, 2009).

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

   OAK and Par were failing schools 3-6 years ago. Their respective Boards brought in new leaders, former State Board of Education member, Angela Thi Bennett (OAK) and high impact leader Gisele James (Par) to 'fix it or close it'. Both opted instead to 're-imagine it'. EnvisionEdPlus, Innovation Partners, BattelleEducation/Ohio STEM Learning Network (BattelleEd), Teaching Institute for Excellence in STEM (TIES), Cleveland State University (CSU) and NorthEast Ohio Medical University (NEO-MED) - working in silos - have been helping us understand and/or implement key MicroSchool design elements such as multi-age classrooms, PBL, STEM pedagogy and school design, personalized learning and wraparound supports in at least some capacity at each site. Our neighborhood conditions are very challenging, so we created strong community based partnerships bringing critical resources so children and families experience their local rich history, vibrant Afro-centric culture, cultural assets, compassionate service to people in need, and most importantly community wide commitments to raising all of our children to meet their full potential. Early results are significant. OAK's overall value added rate has risen from F to B. Par Kindergartners enrolling with no pre-reading skills now enter 1st grade above grade level. 100% of Par's 3-5th graders passed Reading OAA three years in a row. Our partners bring forth unique gifts and talents that, when aligned and leveraged, will allow OAK and Par to deeply transform into MicroSchools with nimble organizational frameworks that offer each learner highly individualized, whole-child learning to exponentially increase achievement. EnvisionEdPlus, incubator of Ohio's 1st Personalized Learning Design Lab, specializes...
Instructional and operational redesign leading to personalized learning for adults and youth, deeper community engagement, access to non-academic barriers and grants to leverage resources for change. Lisa Duty, Innovation Partners, deep work at The Learning Accelerator and KnowledgeWorks Foundation engaged states and regions to reimagine their roles, missions, and ways education systems can be rebuilt for innovation and high performance. Her access to national thought leaders, funders and stakeholders will drive iterative (ongoing) design so we are always on cutting edge. BattelleEd has significant expertise designing, testing, scaling and sustaining STEM and blended learning in many states. TIES leads National STEM Learning Ecosystem creating the architecture for cross-sector learning, offering all young people access to STEM-rich learning environments (formal/informal learning, STEM expert institutions and STEM professional associations) so they can develop skills and engagement in science, technology, engineering and math throughout preK-16. CSU is reimagining talent development. They redesigned adolescent/young adult licensure math/science programs which are now influencing the redesign of all CSU teacher licensure programs. CSU/NEOMED facilitates youth programs to engage youth in medical career pathways. While researching promising practices in cutting edge personalized learning we discovered MicroSchool models are growing across US - but nonexistent in Ohio. Since 2011, 4.0 Schools' launch program and Tiny Schools project incubated 50 MicroSchool ventures serving over 140,000 students and families. Similar MicroSchools that emphasize child-centered, self-directed learning exist in a few dozen Acton Academies in Austin, Texas, NOLA Microschool, the Blue School (Pauker), and AltSchool (7 schools in 3 states conceived and developed by former Google Executive Max Ventilla). Overall, MicroSchools employ outstanding teacher-leaders, personalized and PBL-based practices with innovative tools within a more nimble form of school. Collectively the mix offers each learner a highly individualized, whole-child learning experience for the next generation. We are poised to bring Ohio this new model.

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).

6/2017: Early Adopter pilot serves 8-10 children per school and 85% children served decrease achievement gap in at least 1 content area Implementation plans: MicroSchool scale, talent development redesign, personalized adult learning & iterative system design Walkthrough data shows 50% teachers per school increased use of student-centered pedagogy 6/2022 MicroSchool fully implemented in each school 100% teachers report increased use of data, systems, and routines to continuously monitor progress to personalize learning 90% students on grade level in reading and math within 3 years of enrollment 85% families report increased access to wraparound service supports School leaders report improved recruitment, onboarding and retention of outstanding, innovative teachers and leaders. Staff report increased job satisfaction and ownership in decision making 30-40 schools participate in a MicroSchool Design Lab 85% Design Lab schools report increased spark in capacity to test/scale innovation

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

MicroSchool Design Team (attendance, notes, redesign plans, outcomes). Talent development plan (meetings, notes, attendance, outcomes); staff survey (student centered pedagogy, systems/routines - grouping, use of time, ownership, job satisfaction), walkthrough data (how teaching and learning happens, student centered pedagogy, systems/routines - grouping, use of time); student surveys (engagement, connection, PBL/ maker use); achievement gap data for students; on grade level reports reading and math; 21st century skills attainment; student enrollment; talent development pipeline (meetings, new partners, outcomes); family supports (expectations for child learning, access and use of resources, input on policies/practices); MicroSchool Design Lab (meeting notes, plans, attendance, outcomes, evaluations, sparks created); talent development (recruitment quality, onboarding process, retention rates); spending reductions through cost savings and reallocation; sustainable costs.

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

By design, a MicroSchool operates a nimble organizational model using practices and process that intentionally and continuously drive change (iterative design). We will always be designing, testing, reflecting, improving and redesigning. Our partners' resources will allow us to quickly leverage external research and design resources creating new solutions to ongoing challenges. School and teacher leaders will use walkthrough protocols and share results with MicroSchool Innovation Team (MIT) of school leaders, teacher leaders, and all partners, where they will collectively trouble shoot challenges and create new solutions. OAK will provide a Consortia Project Director and compliance officer for day to day project operations and grant management. Both schools will each identify a teacher leader to lead local rollout and engage/ support their staff. Teacher Leaders will regularly talk formally and informally with staff to better understand project impact on staff and students and report progress to MIT. EnvisionEdPlus will facilitate MIT to ensure productive integration of partnerships, activities and manage implementation plan with calendar of regular meetings to keep project on track. MIT will review formative data and troubleshoot challenges as they arise (Y1: weekly, Y2: monthly,Y3-Y6: bi-monthly). Through our Early Adopter Pilot we will test assumptions and make adjustments during Y1, and then expand across our different grade levels. OAK is contracting with Vaulted Foundations to provide evaluation services at $70000 which is 7% of project budget. This amount is a great value and below industry standard (10%). Vaulted Foundation will monitor and report on fidelity of implementation, student achievement outcomes and cost savings. Vaulted Foundations will review and report independently and recommend mid-course adjustments to improve results.

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 measureable 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
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)

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.

998,098.00 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.

Salary Governance - $24,500 - $20,000: Consortium Project Manager: 400 hr * $50/hr $4,500 Compliance Officer: 300 hr * $15/hr Professional Development - $14,000 - $5,000: Early Adopter Stipends to prepare for roll out: Flat rate $2,500 * 2 $9,000: PD Stipends for MicroSchool Design: Flat rate $1,500 * 6 Benefits Governance - $4,055 Salaries at 16.55% Professional Development - $2,317 Stipends at 16.55% Purchased Services Instruction - $30,000 Digital curriculum licenses: $5,000 * 2 schools * 3 years Governance - $244,000 $116,000: Innovation Partners for MicroSchool R&D, model design, redesign of human capital systems; national awareness campaign: 58 days * $2,000 $48,000: 4 MicroSchool Design Labs for replication in 40 Ohio schools: $12,000 * 4 labs $70,000; External evaluator: 7% of budget $10,000: Mangen Assoc. for fiscal administration: 200 hrs * $50 Professional Development - $563,400 - $19,720: Early Adopter & PD stipends paid by Par: 2 * $2,900 + 8 * $1,740 $436,000: PD contracts with EnvisionEdPlus, Cleveland State University/NEOMED, Battelle Education, TIES to facilitate design teams, model integration (STEM, FabLab, PBL, performance-based assessments, MicroSchools); training; talent development redesign. Contracts for 215 days * $2,000 over three years to accommodate new cohorts during implementation. $69,000: Digital PD Platform for Talent Development: 6 yr license at $11,500/yr $88,400: MicroSchool Research Visits to MicroSchools in New Orleans & California. Airfare $600 * 20 * 2 trips = $31,200; ground trans $100 * 20 * 2 = $5,200; lodging $200 * 20 * 6 = $31,200; per diem $40 * 20 * 8 = $8,320. Supplies Support Services - $10,000 FabLab supplies, including computers, consumables. 3 computers at $1,000 each ; 50 boxes filament at $34 each; 600 yards vinyl at 50 cents each = $500 per school. Equipment Support Services - $105,826 FabLab equipment: CNC Router $22,684, 3D Printer $5,366; Mini-mill $5,503; Epilog laser $19,285; vinyl cutter $2,075.

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.

17,960.00 a. Sustainability Year 1
17,960.00 b. Sustainability Year 2
18,855.00 c. Sustainability Year 3
12,855.00 d. Sustainability Year 4
12,855.00 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.

Sustainability costs are low as the majority of expenses are one-time costs. Purchased services for professional development providers are 3-year contracts to accommodate new cohorts of teachers as the project is deepened and scaled. Consumable supplies for FabLabs will last through the sustainability period. For all applicable equipment purchases, maintenance contracts are included. A small amount of on-going costs are necessary to continue project management, to stipend teachers for professional development and coaching, to continue digital learning curriculum, and to replace computers purchased in the grant year after three years. Digital curriculum purchased as a 3-year license, an appropriate amount of time to evaluate products; each school will decide whether to continue or change vendors. OAK Sustainable Costs Y1 & 2 Personal Services ($6,950) - PD stipends through implementation and scale: 3 * $1,500 = $4,500; Project manager: 40 hrs * $50 = $2,000;
0 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.

NA

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%

Both OAK and Par are able to reallocate funds from their current spending on professional development services, which are no longer needed to in relation to the development and implementation of MicroSchools. OAK is able to reallocate $17,000 per year from Purchased Services, related to one contract that will not be renewed. Par is able to reallocate $40,000 per year from Purchased Services, related to one contract that will not be renewed. These reallocations more than offset the ongoing expenses in each school.

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: March 2016 - June 2017

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

Pre planning: Personalized Learning Design Lab; calls/emails/meetings for partner planning; teacher leader and board awareness Upon award: media notification and school communications; board approvals/contracts signed; schedule fall staff meetings district-wide to communicate plan including activities, benchmarks and timeline finalized; Draft project communication plans, schedule MicroSchool visits; finalize technical assistance schedules; identify Early Adopter teachers/students; onboard Consortia Project Manager & 2 teacher leaders to manage day/ day project activities and progress monitoring By 8/31/2016: weekly project meetings with key staff and partners during planning period to ensure all processes are in place for implementation; professional development plans complete for 2016-2017; PD design begins and continues through project; communicate planning and implementation schedule; finalize evaluation processes, change management plans and progress monitoring database; submit final evaluation plan to ODE 9/16 - 6/17: MicroSchool Design Teams plan roll out and system design; plan community engagement, Talent Development System planning; recruit additional partners; plan schedule and marketing for MicroSchool Design Labs; finalize FabLab/makerspace equipment and tech needs; student recruitment plans created Ongoing planning: MicroSchool Innovation Team meetings for fiscal management, compliance and oversight (grant year monthly, Y1-Y2 - bi monthly, Y3 and beyond quarterly) planning sessions (grant year monthly, Y1-Y2 - bi monthly, Y3 and beyond quarterly) Benchmarks to demonstrate success: Approved contracts: grant agreement with ODE, contracts with partners & teacher stipend agreements; Completed plans and documents: PD
22. Implementation (grant funded start-up activities)

a. Date Range: August 2016 - June 2022

b. Scope of activities - include all specific completion benchmarks

| MicroSchool Roll Out Y1: Early Adopter Pilots training/start with deep coaching (1 teacher, 8-10 kids); MicroSchool Design Team (MDT) planning, visits and R/D; purchase software, devices, equipment; Y2: Roll out grades 6-8 with deep coaching, test/scale operational and support service practices; MDT plans next roll out; Y3-Y6: continue planning and roll out until full implementation; deepen operational, instructional and support innovations; Personalized/Blended PD- staff test practices, leader progress monitoring walkthroughs Data driven student centered pedagogy (Y1: all Y2-6: new) Competency based ed & tech integration (Y1: early adopters, gr 6-8; Y2-6: scale based on roll out) Trauma Impacted Youth (Y2: all; Y3-6: new) Design/offer blended PD based on identified needs/competencies (Y3-Y6) Talent Development: Y1: define MicroSchool teacher/leader competencies; create talent development plan; Y2: implement talent development plans; design personalized/blended PD for MicroSchool onboarding/Leader Development Y3 - Y6: begin and scale Onboarding/Leader Development PD; MicroSchool Design Labs: Y1: Planning; Y2: Design Lab 1.2; Y3: Design Lab 3.4 Ongoing: MicroSchool Innovation Team monthly planning, progress monitoring, R&D; test new operational and supports; family/community engagement for new partners, students and awareness; share success/lessons learned via local/state/national media; host site visits; monthly Board & sponsor reports - project/fiscal progress Benchmarks Y1: 85% Pilot students close achievement gap in 1 content area; 50% teachers/school increase use of student-centered pedagogy; roll out plans complete Y6: 100% teachers increase use of data, systems, routines to continuously monitor progress to personalize learning 90% students on grade level in reading and math within 3 years of enrollment 85% families report increased access to wraparound 85% Design Lab schools report increased spark in capacity to test/scale innovative practices

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

a. Date Range: 9/2016 - 6/2022

b. Scope of activities - include all specific completion benchmarks

| Project Evaluation: Evaluation Plan submitted to ODE by October 2016. Quarterly evaluation reports (process/outcomes) from Vaulted Foundations through 9/30/2017, then subsequently twice per year 2017 through 2022 (outcomes only), reporting will include required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022. Ongoing Iteration Drives Continuous Improvement By design, a MicroSchool operates a nimble organizational model using practices and process that intentionally and continuously drive change. We will always be designing, testing, reflecting and redesigning. Monthly/Bi-Monthly Stakeholder Communication: OAK provides Consortia Project Director during grant year for day to day project operations and grant management. Both schools will each identify a teacher leader to lead local rollout and engage/ support their staff. Teacher Leaders will regularly talk formally and informally with staff to better understand project impact on staff and students. Teacher Leaders collect & share project data with MicroSchool Innovation Team (MIT) of school leaders, teacher leaders, and all partners. EnvisionEdPlus facilitates MIT to ensure productive integration of all activities and update implementation plan to keep project on track. MIT reviews formative/summative data and troubleshoots challenges as they arise (Y1-2: monthly, Y3-6: bi-monthly). Family/community engagement for new partners, students and awareness; share successes/lessons learned via local/state/national media; monthly Board & sponsor reports - project/fiscal progress MicroSchool Design Labs & Statewide Outreach to Scale Across Ohio. MicroSchool Design Labs (Y2-3) will share scale successful practices to be replicated in up to 40 new schools. Deep outreach to Ohio STEM and Community Schools to inform of successful practices. Host Site Visits to maximize buy in of partners, new students, families and interested schools.

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:

By design, MicroSchools are nimble organizational model using practices and process to intentionally and continuously drive change. Our new learning ecosystem will be driven by the following design components: a) multi-age classes with competency based learning rich in PBL and technology; b) clear, child friendly paths showing student progress with ongoing data analysis to monitor and adapt each child's learning trajectories; and c) student-centered pedagogy giving children choice in path, pace and place of learning; d) culture of iterative design to intentionally/continuously drive change. We will always be designing, testing, reflecting and redesigning to more deeply personalize learning - exponentially increasing achievement for children and economic self sufficiency for families. This leads to tremendous instructional and organizational shifts including: increased ability to generate and test new ideas, allowing innovations to be based on real experiences and concrete demands of learners; increased deployment of growth mindset and adaptive skills used to tackle problems and tasks where the teaching and learning solution might be unknown or require organizational learning and innovation; increased use of data, systems, and routines to continuously monitor progress to inform tailoring of instruction to student need and choice; increased use of student-centered pedagogical approaches that allows for student agency, differentiation in activity and student pace based on goals, differences, and preferences; Our talent development systems will be redesigned to attract, hire, develop and sustain professional educators that possess a growth mindset, adaptive skills, and a student-centered orientation in generating and testing new ideas (innovation). We operate using interdependent processes and structures (including dedicated time) guiding how we search for problems and solutions, synthesize ideas,
25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

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

**Please enter your response below:**

Name: Angela Heflin
Contact information: angela@vaultedonline/(734) 635-2814 Address; 4631 Cherry Blossom Ln Ypsilanti, MI 48197-6126

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.

A mixed-methods approach will be used with qualitative and quantitative data from multiple sources/stakeholder groups to provide representative, objective and empirical evidence about overall effectiveness and to identify best practices for local/statewide dissemination. Primary research questions: Does project meet stated funding goal and identified outcomes (e.g. improved student achievement, reduction in cost, more dollars in the classroom)? Is grantee able to demonstrate successful sustainability through reduction/rereallocation of other resources? Does project present promise of replication to widely impact education across the state? Quantitative: Collect/analyze documentation data, including application responses and implementation materials with impact on achievement of stated funding and achievement goals; Development (as applicable) of quantitative instruments, such as surveys of key stakeholders; Data collection: including surveys (parent), student achievement, fiscal, other outcomes; Determine how qualitative/quantitative data is used to impact achievement to meet grant requirements and achieve funding goals; Outcome data meta-analysis Qualitative: Collect/analyze documentation data, including application responses and implementation materials with impact on achievement of stated funding and achievement goals; Qualitative analysis of grantee's activities and achievement of stated Straight A goals; Development and/or identification of qualitative instruments, such as interview/focus group protocols for sampled district/school staff; Conduct site visits, interviews, focus groups and observations; Analyses of implementation data Methods/process/data collection/review: Data collection and analysis plans will be finalized during planning in consultation with project leadership and modified to include evaluation measures as required by ODE. Vaulted will document activities and findings in annual evaluation reports and communicate assessment results to inform mid-project reviews and adjustments. Implementation evaluation will assess whether project is conducted as planned and in a scientifically rigorous manner. Timeline: Evaluation Plan submitted to ODE by 10/2016. Quarterly evaluation reports (process/outcomes) through 9/30/2017. Twice per year 2017 - 2022 (outcomes only). Report includes required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022. Major tasks/deliverables identified will be completed within grant window in alignment with ODE. Bi-annual reviews: a) adherence to implementation timeline; b) adherence to research design, noting significant deviations from proposal in terms of participants, assessments and design; and c) adequacy of key measures, materials, and administration protocols. Formative evaluation: a) extent to which project produced expected deliverables; b) external review of quality of deliverables, c) focus group feedback from implementers, d) extent to which research/evaluation results are reflected in sustainability period. Summative evaluation: innovation impact through a) audit of research/findings by grantee, b) independent assessment of assessment data over duration, c) independent collection of student survey data assessing attitudes toward areas/content identified, and outcomes identified, and d) stakeholder interviews. Process final analysis of progress, success or shortfall; Achievement change, cost reduction/sustainability will be analyzed during the evaluation. The final analysis of progress will include the following: Purpose, Description of Project, Participants, Evaluation Method, Evaluation Design, Data Collection Procedures, Measures, Evaluation Findings (w/Research Questions), Limitations of Design/Procedures, Conclusions. Sharing lessons learned: Evaluator will support presentation of findings by district in conferences, through social media and other publications such as white papers, blogs as applicable.

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.

Expansion, Scale and Replication Opportunities Nationally, MicroSchool movement has grown from a tiny seed to over 50 ventures serving 140,000 children in the last 5 years. We anticipate similar interest across Ohio as we test, refine, scale and share successful MicroSchool design elements. In March 2016, EnvisionEdPlus hosted Ohio’s 1st Personalized Learning Design Lab sparking innovation in 9 schools in one day. In the last 45 days, each school has moved forward on at least 1 design element they learned. This same framework will be used in our 4 MicroSchool Design Labs. Each Lab will identify 8-10 schools ready to spark innovation. OAK/Par teachers, leaders, children and families will share successes, challenges and lessons learned. Our partners (current and future) will provide technical assistance to new schools readying them to create the culture of innovation essential to implement MicroSchool design elements. Through these Labs, about 40 schools (est 400 students per school) and 20,000 students will be directly impacted as they begin prototyping elements in their own settings. We will conduct deep engagement within Ohio STEM Learning Network, Ohio Alliance for Public Charter Schools, Cleveland Transformation Alliance, Cleveland Compact, NorthEast Ohio STEM Learning Ecosystem to share successes and inform them of opportunities learn how to replicate elements within their respective member schools. Publications and Sharing We have already negotiated development of a blog series about our work to be published nationally on a platform where innovators in personalized learning converge. We will apply to present our initiative and lessons learned at state and national conferences including: INACOL (nation’s premier event advancing personalized, blended, and competency based learning), e-Tech, OAPCS and Ohio Innovative Learning Environments. Both schools will seek
admission to the prestigious League of Innovative Schools.

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).

Anglea Thi Bennett, 5/4/16
<table>
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<tr>
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<tr>
<td>Gisele</td>
<td>James</td>
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<td><a href="mailto:gjames@laca.org">gjames@laca.org</a></td>
<td>Par Excellence Academy</td>
<td>000941</td>
<td>96 Maholm St, Newark, OH, 43055-3906</td>
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<td>7153 Calusa Dr, Reynoldsburg, OH, 43068</td>
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<tr>
<td>Debbie</td>
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<td>Center for Innovation in STEM Ed</td>
<td></td>
<td>2121 Euclid Ave Julka Hall Rm 349, Cleveland, Ohio, 44115</td>
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<tr>
<td>Angela</td>
<td>Heflin</td>
<td>(734) 635-2814</td>
<td><a href="mailto:angela@vaulted.online">angela@vaulted.online</a></td>
<td>Vaulted Foundations</td>
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<td>4631 Cherry Blossom Ln, Ypsilanti, MI, 48197-6126</td>
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<tr>
<td>Jan</td>
<td>Morrison</td>
<td>443.421.1076</td>
<td><a href="mailto:janmorrison@tiesteach.org">janmorrison@tiesteach.org</a></td>
<td>TIES Teaching Institute for Excellence in STEM</td>
<td></td>
<td>1228 Euclid Avenue, Halle Building, Cleveland, Ohio, 44115</td>
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<tr>
<td>Trista</td>
<td>Linden</td>
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<td>iSTEM Geauga Early College HS</td>
<td></td>
<td>8140 Auburn Rd, Concord Township, OH, 44077</td>
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<tr>
<td>GINA</td>
<td>ZIPKIN</td>
<td>216.802.3160</td>
<td><a href="mailto:G.Weisblat@CSUOHIO.edu">G.Weisblat@CSUOHIO.edu</a></td>
<td>NEOMED-CSU Partnership for Urban Health</td>
<td></td>
<td>2112 Euclid Avenue, Suite 307, Cleveland, OH, 44115</td>
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<tr>
<td>Ramona</td>
<td>Hemmings</td>
<td>OAK Middle School, Math and Science Teacher</td>
<td>OAK Teacher Leader: Support superintendent in walk-throughs and observations of project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. Lead will ensure all project outcomes are completed on time and within budget. Reach out to new partners to provide new opportunities and experiences. MicroSchool Design Team and MicroSchool Innovation Team.</td>
<td>Spearheaded and lead our Invention Convention project which qualified four of our students to compete at the Regionals at the Great Lakes Science Center; A member of the Building Leadership Team; participating in BattelleEducation Innovative Leadership Institute Cohort 2016</td>
<td>Lead Teacher for i2 Camp - Summer of 2015 taught students a course on Vertical Farming. Received training for course in Boston, MA; City Year Cleveland; research-based and data-driven math interventions to focus list students with the goal of helping them improve more than one year academically in one year's time</td>
<td>Earlham College: BS Biology and MA Ed</td>
<td></td>
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<tr>
<td>Lisa</td>
<td>Duty</td>
<td>CEO, Innovation Partners America</td>
<td>Microschool R &amp; D, model design; talent development redesign. MicroSchool Innovation Team member</td>
<td>Over eighteen years experience in education strategy, policy and school design with deep expertise in future trends in teaching and learning. Partner at The Learning Accelerator where current work supports state actors in reimagining their roles, missions, and the ways education systems can be rebuilt for innovation and high performance. Serves as design partner to Reynoldsburg City Schools (four years) launched blended learning initiative at the district level after implementing a pilot year one in a single school. Thought partner to district leadership in development of model designs, implementation plans, roll-out, human capital redesign, communications, and support to blended learning leadership. Currently consult with SEAs and other state actors on programing to support early adopters of personalized and blended learning in their jurisdictions. Author/expert on topics of</td>
<td>As design partner to Reynoldsburg City Schools (four years) launched blended learning initiative at the district level after implementing a pilot year one in a single school. Thought partner to district leadership in development of model designs, implementation plans, roll-out, human capital redesign, communications, and support to blended learning leadership. Currently consult with SEAs and other state actors on programing to support early adopters of personalized and blended learning in their jurisdictions. Author/expert on topics of</td>
<td>Ph.D. and MA in Global Education from The Ohio State University, BA in Political Science from Capital University, OH</td>
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<td>To Be Hired</td>
<td>Upon Award</td>
<td>Consortia Project Manager</td>
<td>daily project management and oversight; coordinate with partners, communicate with school leaders and faculty; manage invoices and contracts in partnership with compliance officer, OAK superintendent and treasurer; supervise and support Compliance Officer; collaborate with evaluator to ensure data collection and monitoring occurs as per grant requirements</td>
<td>outstanding interpersonal and organizational skills; grant management and project management skills and/or certifications</td>
<td>project management experience required; grant management preferred; strong database and accounting skills</td>
<td>Bachelors degree expected but not required, strong project management required</td>
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| Gisele | James | Superintendent | daily operational oversight of personnel, budgeting, program planning, implementation, supervise evaluation and compliance. Develop relationships with community partners to leverage both academic and non-academic supports for student success. MicrosSchool Design Team and MicroSchool Innovation Team. Lead all Par activities; represent Par to ODE. Oversee and support Par staff in accomplishing all project activities on time and within budget. Communicate progress with Board and stakeholders. | Dynamic professional with expertise in leading special, and regular education students, staff, and daily operations at a K-5 urban elementary school. Focus on top academic performance and high standards of operation. Proven results in turning around low-performing schools. Demonstrated success in development of key support services and instructional programs focused on academic improvement, strategic reform, and student achievement | Manage daily activities and ensure continuous improvement at this K-5 urban school. Administer the school budget and expenditure authorization. Set rigorous expectations and implement the Whole School Improvement Plan with targeted performance goals and objectives aligned with the district’s benchmarks. Standardize performance by creating a teachers’ handbook focused on best practices and adherence to school policies and procedures. Foster inclusion through | Ashland University- M.Ed., Educational Leadership & BS Ed; Franklin University | 20 |

<p>| Sara | Arends | Par Title I Reading/Success For All Facilitator | faculty leadership representative; participate in training, coordinate and support staff in implementation; MicrosSchool Design Team and MicroSchool Innovation Team. | pk-3 licensure and reading endorsement k-12 | Par teacher, facilitates Par highly recognized Success for All program ensuring all students have strong reading | Associates of Arts- OSU, BS in early childhood education-Ohio Dominican University, Masters in Reading K-6- Walden University | 10 |</p>
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<td>Angela</td>
<td>Heflin</td>
<td>Vaulted Foundations</td>
<td>Oversees external evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in identifying and operationalizing variables related to project outcomes and establishes systematized processes for monitoring and evaluating project deliverables. Geoff has worked in the nonprofit and education sectors throughout his career. He has previously worked for the University of Cincinnati and the United Way of Greater St. Louis. His experience includes data use, research and analysis, data and information systems and design, outcomes development, continuous improvement, and strategic planning. He has a bachelor's of science in business administration from Miami University of Oxford, Ohio a Master's in business administration from the University of Cincinnati.</td>
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<tr>
<td>Gina</td>
<td>Weisblat</td>
<td>Director of Education for Service (Dean's Office) at Northeast Ohio Medical University</td>
<td>Member MicroSchool Design Team at OAK; training, curriculum design and supports related to HPAC integration; competency design</td>
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and underprivileged populations. Currently she is the principal investigator of an AmeriCorps grant that has a Rural Health Education Corps serving Ohio for the next 3 years with the goal of supporting an educational pathway for Health Professions (k-Graduate School) via the HPAC model. The Health Professions Affinity Community (HPAC) program is one of the largest health professions pipeline programs for youth in the country. The program empowers youth to identify health concerns and invent community health programs to address them. Through this work, youth become a vital community champion for health as they advance into health professions educational pathways. The program currently serves about 2,000 youth in Ohio and they, in turn, serve more than 10,000 Ohioans.

Angela Thi Bennett
Superintendent/Legal Counsel

daily operational oversight of personnel, budgeting, program planning, implementation, supervise evaluation and compliance. Develop relationships with community partners to leverage both academic and non-academic supports for student success. MicroSchool Design Team and MicroSchool Innovation Team. Lead all OAK activities; represent consortia to ODE Oversee and support OAK staff and consortia as a whole in accomplishing all project Instrumental in securing almost $2 million in grants and donor supports; improved school achievement under her leadership; leader Northeast Ohio STEM Ecosystem; creative self-starter who is energetic and possesses strong leadership and communication skills. Strong background and State Board of Education At Large Member and Chairperson on Urban Education; State advisory panel for exceptional children. Served as a Cabinet-level department head with a budget of over $2 million of federal, special purpose, and general funds and a team of 15 staff members.

City. Lastly, among many evaluation projects, she is currently the lead evaluator of MC2 STEM High School (Cleveland, Ohio) two year longitudinal study on student achievement as related to non-academic factor.

Case Western Reserve University: BA, MBA, JD Attorney at Law
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<th>Name</th>
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<tr>
<td>Heather Sherman</td>
<td>Relationship Manager</td>
<td>Heather Sherman will work with schools and partners to integrate STEM design and blended instruction with ongoing system redesign and with overall project goals. Battelle Ed will be responsible for developing a three-year professional development curriculum focused on building each school's competencies to implement and scale STEM education and blended instruction. Participate on MicroSchool Design Team and MicroSchool Innovation Team.</td>
<td>HS diploma or equivalent, Battelle Education/OSLN, MBA, Franklin University, 2009, Bachelor's Degree, Roanoke College, 2001.</td>
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<td>Douglas Mangen</td>
<td>OAK Treasurer</td>
<td>Fiscal management supervision; support project manager to ensure fiscal expenditures occur on time and within budget. Revise budget as needed, complete fiscal reporting and communicate expenditures to Board and will ensure school and partners adhere to Assurances.</td>
<td>MBA, Miami University - MBA; Wright State University BS Marketing/Marketing Management, Licensed OH School Treasurer, Miami University - MBA; Wright State University BS Marketing/Marketing Management, 2</td>
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<td>To Be Hired</td>
<td>Upon Award Compliance Officer</td>
<td>Support Consortia Project Manager in accomplishing all project tasks, coordinate MicroSchool Research visits across schools and partners; handle invoices, data entry for compliance; collaborate with evaluator to collect data and report to ODE as per grant requirements.</td>
<td>Commensurate with clerical/classified - budget management duties; strong communication and organizational skills required, budget management and general clerical skills; self management, HS diploma or equivalent, 30</td>
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<td>Jan Morrison</td>
<td>President and CEO of the Teaching Institute for Excellence in STEM (TIES)</td>
<td>MicroSchool Design Team at OAK, support creation and expansion of STEM ecosystem for both schools creating the architecture for cross-sector learning, offering all young people access to STEM-rich learning environments (formal and informal learning, STEM expert institutions and STEM professional associations) so they can develop important skills and engagement in science, technology, engineering and math throughout their education; partnership development; PBL/FabLab training at OAK; MicroSchool Innovation Team member supporting model design, implementation and partner integration.</td>
<td>Senior Consultant for College Ready STEM Education as well as Post-secondary Success for the Bill and Melinda Gates Foundation, Battelle Memorial Institute, Carnegie Corporation of New York, Innovate to Educate, S.D. Bechtel, Jr. Foundation, Senior STEM Education Consultant for the Ohio STEM Learning Network, and currently serves as an advisor with the White House and Department of Education. Currently, Jan and TIES serve as the designer for the nascent STEM Funders Network, a collaboration of more than nineteen STEM funders seeking to fund STEM for the USA with greater return on their investment and therefore for the nation's students.</td>
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Jan consults with Chevron, Siemens America, NASA, Clinton Global Initiative, Northeastern University, North Carolina New Schools Project, many state governments seeking to create statewide STEM networks, and many more STEM institutions. With a national vision for STEM education, Jan was counsel to the National Academy of Engineering as it developed the Engineering for K-12 Education report and reviewed the Achieve-authored Next Generation Science Standards. Jan and TIES organized the Race to the Top STEM Conference which served to educate thirty states on the vital importance of STEM education and public school transformation and is now assisting numerous states as they seek to implement their STEM vision through STEM network design and implementation.

School’s four years of great success as a result of the design work Jan did in partnership with the Cleveland Metro School District. Many more STEM schools thrive from the TIES STEM School design work including the newly created Egyptian STEM Model School, meant to lead Egypt into a strong and vibrant education reform, Decatur County School District, Oakland Unified School District, Baltimore City Public Schools, etc. With Carnegie Corporation of New York as a funder and supporter, TIES has codified design studio processes that are supporting schools and students throughout the world. As a former science teacher for thirty years and principal, Jan helps those she touches to understand the importance of a college/work ready education for all children. TIES with Jan’s leadership works to help all children make sense of the world and find themselves STEM literate, STEM capable and excited about make STEM their life’s work.

| Debbie Jackson | Associate Professor, Cleveland State | Oversee and support talent development system | At Cleveland State University, B.S., Education, Bowling Green | Dr. Jackson taught chemistry, 5 |
| University, College of Education and Human Services | Design for MicroSchool Model; collaborate with partners as MicroSchool Innovation Team member supporting model design, implementation and partner integration. | Teaching and partnerships are the focus of Dr. Jackson's efforts. She recently co-directed Project CREATE (Curriculum Redesign Effort Advancing Teacher Education), a project including the redesign of early childhood, middle childhood, mild/moderate special education, and moderate/intensive special education teacher licensure programs. She is currently serving as Interim Co-Director, teaches and supervises students in the CSU Teach program for secondary mathematics and science teachers. Dr. Jackson serves as the Network leader for the Metropolitan Cleveland Consortium for STEM Regional Ohio STEM Learning Network Hub and Co-Director of the Center for Innovation in STEM Education.

Dr. Jackson also is a co-principal investigator for several grants related to STEM, teacher preparation, project-based instruction and computer science education. | State University, Ed.D., Curriculum & Instruction, University of Cincinnati |

| Michele Timmons | President | EnvisionEdPlus | Co-facilitate MicroSchool model design and co-facilitate building level planning and implementation, progress monitoring; provide embedded professional development - in person and virtual to support project goals; co-facilitate community engagement; co-facilitate content development and management for digital personalized learning ecosystem; co-facilitate MicroSchool Innovation Team including: partner coordinator/communication and integration, Consortia Project Manager support in project oversight and | Lead innovator designing and hosting Ohio's 1st Personalized Learning Design Lab; co-designed and co-created personalized digital professional learning ecosystem for education and non-profit adult learning; consultation experience driving innovative education planning and design in over 30 Ohio counties as well as Madison Heights Supported Canal Winchester in successful Straight A R2 Innovative Learning Zones project to redesign systems and implement K-5 innovative practices. Lead ongoing PD in Kenton City Schools, Par Excellence Academy, Mansfield Choice Academies and other districts in Ohio. Provide training and | Supported Canal Winchester in successful Straight A R2 Innovative Learning Zones project to redesign systems and implement K-5 innovative practices. Lead ongoing PD in Kenton City Schools, Par Excellence Academy, Mansfield Choice Academies and other districts in Ohio. Provide training and |
| Craig Lautenschleger | Vice President | co-facilitate MicroSchool model design and co-facilitate building level | Lead innovator designing and hosting Ohio’s 1st M.Ed in Elementary Education and BA in Communication | support to Hardin Co Chamber Business Alliance on their Community Connector grant. Technical Assistance Coach/Business Development Manager for KnowledgeWorks Foundation, EDWorks division. HS Principal, community school founder, ESC Director, widely recognized for school design and non-academic barrier to learning program design; past national blogger for Parent Further - a family engagement initiative of Search Institute; U.S. Department of Education (USDOE) Ohio representative on Regional Advisory Committee (RAC) to conduct educational needs assessment by requesting input from stakeholders throughout Ohio used to guide federal decision making regarding reform efforts for the USDOE Comprehensive Technical Assistance Center. National stakeholder focus group member for organizations such as Search Institute and The Learning Accelerator. Supported Canal Winchester in successful progression monitoring across consortia Michigan and Baltimore MD. 25 years as educational professional and consultant; experienced school leader and highly recognized educational innovator; supported design of two STEM early college high schools (ISTEM Geauga Early College and New Hope Christian Academy STEM Early College HS) and one K-5 STEM school (Herbert Mills Elementary in Reynoldsburg);
| Planning and implementation, progress monitoring; provide embedded professional development - in person and virtual to support project goals; co-facilitate community engagement; co-facilitate content development and management for digital personalized learning ecosystem; co-facilitate MicroSchool Innovation Team including: partner coordinator/communication and integration, Consortia Project Manager support in project oversight and progress monitoring across consortia |
| Personalized Learning Design Lab; co-design and co-created personalized digital professional learning ecosystem for education and non-profit adult learning; consultation experience driving innovative education planning and design in over 20 Ohio counties; 17 years as an educational professional and consultant; experienced school leader and a highly recognized educational innovator |
| Straight A R2 Innovative Learning Zones project to redesign systems and implement K-5 innovative practices. Lead ongoing PD in Kenton City Schools, Par Excellence Academy, Mansfield Choice Academies and other districts in Ohio. Curriculum design as teacher, leader and consultant |
| The Ohio State University; licensed elementary principal and elementary teacher |