Budget

Putnam County ESC (049304) - Putnam County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (94)

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	0.00	0.00	0.00	0.00	0.00
Support Services	60,000.00	9,600.00	384,662.00	0.00	0.00	0.00	454,262.00
Governance/Admin	10,000.00	1,600.00	0.00	0.00	0.00	0.00	11,600.00
Prof Development	700.00	210.00	372,600.00	235,084.00	0.00	0.00	608,594.00
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						19,898.00	19,898.00
Total	70,700.00	11,410.00	757,262.00	235,084.00	0.00	19,898.00	1,094,354.00
						Adjusted Allocation	0.00
						Remaining	-1,094,354.00

Application

Putnam County ESC (049304) - Putnam County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (94)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Northwest Ohio PAX Consortium

2. Project Tweet: Please limit your responses to 140 characters.
The Northwest Ohio PAX Consortium will utilize 3 ESCs (Putnam, Northwest, Wood) to scale up PAX & examine academic & behavioral outcomes.

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

238 Pre-K Special Education	1880 K	1868 1	1966 2	1695 3
4	5	6	7	8
9	10	11	12	

Year 1

238 Pre-K Special Education	1880 K	1880 1	1868 2	1966 3
1695 4	5	6	7	8
9	10	11	12	

Year 2

238 Pre-K Special Education	1880 K	1880 1	1880 2	1868 3
1966 4	1695 5	6	7	8
9	10	11	12	

Year 3

238 Pre-K Special Education	1880 K	1880 1	1880 2	1880 3
1868 4	1966 5	1695 6	7	8
9	10	11	12	

Year 4

238 Pre-K Special Education	1880 K	1880 1	1880 2	1880 3
1880 4	1868 5	1966 6	1695 7	8
9	10	11	12	

Year 5

238 Pre-K Special Education	1880 K	1880 1	1880 2	1880 3
1880 4	1880 5	1868 6	1966 7	1695 8

9	10	11	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.

Each ESC has piloted PAX in their counties. Each time trainings are offered, additional schools & teachers ask to be trained through word-of-mouth about the program. We have planned a word-of-mouth training at each site due to the high demand for the program once it is implemented. This could expand past the 3rd grade at each school & impact thousands of additional students in each county.

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

First and last name of contact for lead applicant
Dr. Jan Osborn

Organizational name of lead applicant
Putnam County Educational Service Center

Address of lead applicant
124 Putnam Parkway, Ottawa, Ohio 45875

Phone Number of lead applicant
419-523-5951 Ext 3002

Email Address of lead applicant
josborn@pm.noacsc.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

Providing high-quality training to rural & small town districts can be cost prohibitive for schools with only a few teachers at each grade level. Educational Service Centers have long been utilized as a resource to provide cost-effective service delivery & training to schools across Ohio. Classroom management & behavioral issues within the classroom have long been issues cited by teachers as barriers to effective teaching. PAX has been successfully piloted in some schools Putnam, Northwest Ohio, & Wood ESCs to address this issue for teachers across Northwest Ohio. There is now a high demand within these counties to expand & streamline the PAX training process with a shared services model. PAX can improve proximal indicators of school success, which then have lasting effects on almost every academic, behavioral, health, social or productive indicator for 20 years (See www.pubmed.gov). The Northwest Ohio PAX Consortium would like to replicate this model in a rural setting.

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

The ESCs will host: training sessions for 175 new teachers; conduct PAX booster sessions with new academic & parent engagement components for 177 existing PAX teachers, & will train 18 coaches to ensure implementation fidelity of PAX. This project expands the reach & accessibility of these proven, cost-effective program to 7647elementary students in Ohio during the grant year & 17,047 students over the

sustainability years. This project replicates this highly-proven, cost-effective educational tool in Northwest Ohio for those willing to adopt it & implement it for sustainable change. PAX program, schools, ESCs, & evaluators will evaluate the short & long-term affects of PAX in areas of teacher implementation fidelity & classroom culture (PAX Fidelity Measures & Interviews); student outcomes: academics (State & local Assessments) & behavioral outcomes (SDQ, classroom behavior, EMIS data, truancy data), & school culture (School Culture Surveys with students, parents, teachers, principals, & guidance counselors). While the long-term research has been in journals for more than a decade, only after the 2009 Institute of Medicine Prevention Report (1) did the PAX GBG receive national receive national attention. PAX GBG has been used in Ohio schools for a decade & leading the US in implementation of PAX GBG, with multiple sites having excellent case study data on outcomes relevant to the Straight A funds. Based on multiple trials, practical experience in Ohio & recent rollouts affecting six hundred classrooms, our partners & other entities will recruit, train, develop mentors, deploy quality control systems, & provide ongoing technical assistance for sustainability for the rapid deployment of PAX GBG among 175 initial classrooms. Expected outcomes include 20% increase in engaged learning-a well-documented predictor of academic success such as improve reading, math & related standardized test scores (2-6); 50% reduction in off-task & problematic behaviors by the entire classroom. 177 existing PAX teachers will participate booster training session that will include the refinement of all the tools & strategies using scientific parameters specified & supervised by PAXIS Institute (the creator of PAX GBG). PAXIS Institute is one of America's leading applied prevention science companies & is in partnership multiple universities (e.g. Wright State, Johns Hopkins University, Penn State, University of Manitoba, University of Virginia, University of South Carolina) & other entities to develop & market powerful prevention strategies to improve academic success, mental health, physical health & reduce violence, crime & problematic health conditions. In 2015 utilizing data from Ohio schools, Weis, Osborne, & Dean "examined standardized reading & mathematics scores across one academic year for 949 students enrolled in the GBG or comparison classrooms. Results showed significant but small effects of the GBG on reading & mathematics. Results were greatest for boys, children with lower achievement scores at baseline, & students from more economically disadvantaged school districts. School personnel may find the PAX GBG useful in improving children's behavior & academic skills." (Journal of Applied School Psychology, 2015. 31(3): p. 199-218.) In addition, Fruth (2014) found that "students exposed to PAX demonstrated substantially fewer disruptive behaviors over time & scored substantially higher on short-cycle reading assessments than the control group. This evidence suggests further study is necessary to determine the impact of universal preventive interventions on reading & behavioral performance among different populations." (Reading Improvement, 2014. 51(3): p. 281-290.)

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.

Desired outcomes are both academic & behavioral. They include the following: increase in State & local Assessments, decrease in students being retained in 3rd grade, & decrease in students being identified with a high-incident disability. Behavioral outcomes include: decrease in students being identified with Strengths & Difficulties Questionnaire, decrease in classroom problem behaviors & outbursts, decrease in & out-of school suspensions, decrease in truancy rates for schools), &; School culture variables include: increase in teachers', principals', guidance counselors', & parents' perceptions of positive school culture.

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.

Schools & teachers have to buy-in to the PAX program. Teachers have to implement PAX with fidelity. PAX Coaches have to provide high quality coaching & support. All baseline data needs to be collected in Year 1 to track progress across time. Administrators have to adopt school-wide PAX implementation. Students learn voluntary control over attention for positive intentions developed from via multiple motivational processes; Students develop delayed gratification via increased sense of belonging & perceived trust, safety & reliability of adults & other students by daily rituals or routines; Students learn self-regulation & cooperation via rotating teams who cooperate for shared, common intrinsically reinforcing activities every day; & Students create more time for engaged learning by cooperatively reducing their inattentive, distracting, disturbing, or aggressive behaviors throughout the school day.

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

Over the past 3 years, Putnam, Northwest Ohio, & Wood Counties have piloted PAX. Northwest Ohio Teachers have seen 50-80% reduction in off-task & problem behaviors while increasing instructional time up to 20%. This has created a high demand for more PAX trainings & to streamline the trainings to make it more cost effective for rural schools to share training services & support. The original randomized-control studies of PAX GBG at Johns Hopkins (1, 2) report significant improvements within the school year on academic success, measured by standardized instruments during first grade. Twenty years later, that simple one-year strategy that taught self-regulation, delayed gratification, & peer-cooperation has lasting effects on the need for ANY special education services, increased high-school graduation & increased college entry. The proximal gains (one semester/one year) have been independently by two different universities (Wright State & Denton) with Ohio Title I students (3, 4). Part of this benefit is simply the result of significantly more time for the teacher to teach & for the children to learn, as a result of their improved skills at sustained attention. In 2015 utilizing data from Ohio schools, Weis, Osborne, & Dean "examined standardized reading & mathematics scores across one academic year for 949 students enrolled in the GBG or comparison classrooms. Results showed significant but small effects of the GBG on reading & mathematics. Results were greatest for boys, children with lower achievement scores at baseline, & students from more economically disadvantaged school districts. School personnel may find the PAX GBG useful in improving children's behavior & academic skills." (Journal of Applied School Psychology, 2015. 31(3): p. 199-218.) In addition, Fruth (2014) found that "students exposed to PAX demonstrated substantially fewer disruptive behaviors over time & scored substantially higher on short-cycle reading assessments than the control group. This evidence suggests further study is necessary to determine the impact of universal preventive interventions on reading & behavioral performance among different populations." (Reading Improvement, 2014. 51(3): p. 281-290.)

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).

Increases State Reading & Math Assessment Scores over 6-year grant period: 1-2 Reading and Math Diagnostic, 3rd AIR Reading and Math; -Increase Local Reading & Math Assessment Scores: (Short-cycle reading & math local assessments). -Decrease # of students being retained in 3rd grade. (# of 3rd graders retained by school) -Decrease in students being identified with a disability. (# of students identified with disability by school) -Decrease in students being identified with Strengths & Difficulties Questionnaire. (SDQ). -Decrease in classroom problem behaviors & outbursts. Coaches will collect this data with PAX Implementation Tool. -Decrease in & out-of school suspensions. (EMIS) -Decrease in truancy rates for schools. (EMIS & Truancy Log) -Increase in teachers', principals', guidance counselors', & parents' perceptions of positive school culture. CAES will create a school culture online survey for teachers, principals, guidance counselors, & parents.

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

-Increases State Reading & Math Assessment Scores: 1X a year, 6 years. -Increase Local Reading & Math Assessment Scores: 2X a year, 6 years -Decrease # of students being retained in 3rd grade. 1X a year, 6 years -Decrease in students being identified with a disability. 1X a year, 6 years -Decrease in students being identified with Strengths & Difficulties Questionnaire. (SDQ). 1X a year, 6 years -Decrease in classroom problem behaviors & outbursts. 2X a year, 6 years -Decrease in & out-of school suspensions. 1X a year, 6 years -Decrease in truancy rates for schools. 1X a year, 6 years -Increase in teachers', principals', guidance counselors', & parents' perceptions of positive school culture. 1X a year, 6 years

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

The project is prepared to alter grant activities based on formative evaluation data that will allow stakeholders to examine preliminary outcomes such as perceptions' of training, implementation fidelity, & reductions in problem behaviors. Monthly Partner meetings & Technical Assistance will also assist the project in modifications & adjustments needed to make the process successful. Booster Sessions & more coaching can be utilized for teachers who do not have high implementation fidelity. Teachers will collaborate to analyze PAX results, share implementation strategies, and participate in peer observations. In addition, PAX & results will be discussed at Superintendent Meetings & other stakeholder meeting to examine any course corrections needed.

☐ 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.

-Increase in number of new teachers trained -Increase number of existing teachers who receive Booster Session -Increase the number of PAX Coaches trained -Increase implementation fidelity of PAX teachers

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.

The number of schools and teachers that indicate that they were interested in PAX training will available for training during the training period indicated in the grant. PAXIS will be available to provide the 6 trainings budgeted for in the grant. PAX teachers will be willing to travel to the ESCs for training. The project will be able to recruit and train 18 highly-qualified PAX Coaches.

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.

On March 8th of this year, Putnam and Northwest Ohio ESC offered an joint PAX training that was filled to capacity with 43 teachers. Putnam, Wood, and Northwest Ohio ESCs all piloted PAX utilizing Safe Schools Healthy Students grant. Each time they offered PAX training at their ESC, the ESC was asked to provide additional trainings due to word-of-mouth from teachers and principals about PAX. Over the past 3 years, Putnam, Northwest Ohio, & Wood Counties have piloted PAX. Northwest Ohio Teachers have seen 50-80% reduction in off-task & problem behaviors while increasing instructional time up to 20%. This has created a high demand for more PAX trainings & to streamline the trainings to make it more cost effective for rural schools to share training services & support. Morgan & O'Donnell (2015) found that their "present evaluation adds further to that promising picture. The very significant reduction in increased opportunities provided to enhance learning and active engagement with the curriculum. In addition, the significant improvement in pupil behavior bears testament to the value of the PAX GBG program in developing and supporting pro-social behavior. The importance of program fidelity was examined in relation to implementation of the PAX GBG program. The present evaluation provides important guidelines for effective implementation and it points to the importance of teachers experiencing suitable pre implementation training with regard to the programs aims, purpose and procedures. In addition, the support of colleagues and the PAX friend was positively reported." (Morgan, M. and M. O'Donnell, Evaluation of the PAX Good Behavior Game Pilot Study: Final Report. 2015, Northside Partnership; Midlands Area Partnership: Dublin, Ireland. p. 55.) Domitrovich et al. (2015) "examined the extent to which teacher and school factors were associated with implementation dosage and quality of the PAX Good Behavior Game (PAX GBG), a universal classroom-based preventive intervention designed to improve student social-emotional competence and behavior. Specifically, dosage (i.e., number of games and duration of games) across the school year and quality (i.e., how well the game is delivered) of PAX GBG implementation across four time points in a school year were examined. Hierarchical linear modeling was used to examine the association between teacher-level factors (e.g., demographics, self-reports of personal resources, attitudes toward the intervention, and workplace perceptions) and longitudinal implementation data. We also accounted for school-level factors, including demographic characteristics of the students and ratings of the schools' organizational health. Findings indicated that only a few teacher-level factors were significantly related to variation in implementation. Teacher perceptions (e.g., fit with teaching style, emotional exhaustion) were generally related to dosage, whereas demographic factors (e.g., teachers' age) were related to quality. These findings highlight the importance of school contextual and proximal teacher factors on the implementation of classroom-based programs." (Domitrovich, C.E., et al., Individual and School Organizational Factors that Influence Implementation of the PAX Good Behavior Game Intervention. Prevention Science).

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.

-The number of new teachers trained -The number of existing teachers who receive Booster Session -The number of PAX Coaches trained -The implementation fidelity of PAX teachers -The time on task and instructional time

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.

-The number of new teachers trained: 1X a year, 6 years -The number of existing teachers who receive Booster Session: 1X a year, 6 years -The number of PAX Coaches trained: 1X a year, 6 years -The implementation fidelity of PAX teachers: 2X a year, 6 years -The time on task and instructional time: 2X a year, 6 years

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

The project is prepared to alter grant activities based on formative evaluation data that will allow stakeholders to examine preliminary outcomes such as perceptions' of training, implementation fidelity, & reductions in problem behaviors. If we are not meeting our numbers for teacher trainings, we are willing to allow new schools within our counties to join and have access to the trainings as long as they take part in the sustainability and evaluation plans. Monthly Partner meetings & Technical Assistance will also assist the project in modifications & adjustments needed to make the process successful. Booster Sessions & more coaching can be utilized for teachers who do not have high implementation fidelity. In addition, PAX & results will be discussed at Superintendent Meetings & other stakeholder meeting to examine any course corrections needed.

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

- [ ] a. New - Never before implemented
- [ ] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [ ] c. Replication - Expansion or new implementation of a previous Straight A Project
- [ ] d. Mixed Concept - Incorporates new and existing elements
- [x] 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.

1,094,354.00 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.

A. Salaries: ESC Personnel (70,000)(.10 FTE for ESC Superintendent & ESC Supervisory Staff).ESC Supt & ESC Supervisory Staff will have oversight of training, coaches, & data. They will participate in monthly mtgs & assist in report writing. They will be responsible for oversight of sustainability. B. Fringe Benefits: (11,200) Calculated at 16% for supervisors for a total B. Other Personnel (150,000): Coaches:Each ESC will have $50,000 for Coaches Salaries & travel to conduct site visits for support, implementation fidelity, & behavioral & instructional data collections. They will participate in monthly technical assist. calls. D. PAXIS Institute:(Cost: 390,084)This includes trainings for 175 new teachers & booster sessions for 177 existing PAX teachers.175 PAX kits for new teachers, PAX Data Systems, SDQ, Parenting Kernels, Travel, Technical Assistance, & Support. E. Substitute Teacher Costs (68,510), to reimburse teachers for substitute teaching costs (175 subs@2 days for initial PAXIS training and 177 for 1 day for booster training @ $130/day, including benefits) F. Evaluations Costs (384,662)-Grant Year &Sustainability Years 1-5. & includes data collection, instruments, analysis, travel, & reports for Grant Year as well as Sustainability Years 1-5.CAES will collect & report the following: State & Local Assessments (1X a year),PAX Implementation (Baseline & Post),School Culture (1X a year) EMIS & Truancy-(1X a year), # of students with disabilities (1X a year), # of students that are retained in 3rd grade (1X a year), # of new teaches trained (1X a year), & # of booster sessions (1X a year).Focus groups with stakeholders on implementation & impact of the grant (1X a year). CAES will provide a Summative Report to Contractor & State each yr as well as working with State Eval & Agencies on all required rpts. The Summative Report will examine longitudinal data & impact of the grant as well as sustainability efforts & costs.G. Indirect Cost Rate: (19,898)@5.69%

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.

83,900.00 a. Sustainability Year 1

83,900.00 b. Sustainability Year 2

83,900.00 c. Sustainability Year 3

83,900.00 d. Sustainability Year 4

83,900.00 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.

PAX GBG has one of the lowest re-occurring cost, & highest cost-effectiveness among early prevention approaches for universal implementation in primary grades. There are several reasons for this: 1) PAX GBG is not a curriculum; 2) PAX GBG is a skill that a teacher can use anywhere; 3) PAX GBG can be reinforced easily by seeing & hearing others successfully use it in the community or buildings; & 4) PAX GBG has low consumables. The approximate maintenance costs for a classroom whose teacher is already well-experienced in the use of PAX GBG.

Cost for Coaches to do a Baseline-Post PAX Observations and Coaching for 352 Teachers for 1-hour session for 2 Sessions is $70,400. PAX Coaches must also assure that every new teacher trained has the appropriate licensed PAX kits, materials & other supports. PAX Partners must also collect observational data on the effects of GBG on children & on the implementation rubric to assure success. The cost for New Teacher Training for any new teachers that are hired in the districts within the Consortium. $3000 for training for 25 new teachers, and $300 for PAX Kits. The sustainability costs will be $83,900 per year for sustaining coaches services.

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.

Due to the fact that Putnam ESC is the Fiscal Agent and the schools are delivering the program, no direct cost saving to the ESCs can calculated due to this model. The cost saving for the PAX program have been both school-based and community-based. School district clients assume 100% of costs and gain 100% of all savings over the 5 year span. The Washington State Institute for Public Policy finds that this strategy is the most cost-efficient K-12, with a rate of return (ROI of $83 for every dollar of cost), with significant benefits for improved lifetime earnings for each student participating. CAES will track these types of cost savings and report back to the State and the Consortium each year. They include: -Increases State Reading & Math Assessment Scores: 1X a year, 6 years. -Increase Local Reading & Math Assessment Scores: 2X a year, 6 years -Decrease # of students being retained in 3rd grade. 1X a year, 6 years -Decrease in students being identified with a disability. 1X a year, 6 years -Decrease in students being identified with Strengths & Difficulties Questionnaire. (SDQ). 1X a year, 6 years -Decrease in classroom problem behaviors & outbursts. 2X a year, 6 years -Decrease in & out-of school suspensions. 1X a year, 6 years -Decrease in truancy rates for schools. 1X a year, 6 years -Decrease alcohol and other drug use. PRIDE Survey-Every 2-3 Years -Decrease juvenile justice cases. 1X a year

100 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.

School district clients of the ESC's will have a direct cost savings due to reduction of expenditures for purchased services, such as AOC & ED unit teachers/aides, from the ESC in years 4&5 of sustainability. Due to the fact that Putnam ESC is the Fiscal Agent and the schools are delivering the program, no direct cost saving to the ESCs can calculated due to this model. The cost saving for the PAX program have been both school-based and community-based. The Washington State Institute for Public Policy finds that this strategy is the most cost-efficient K-12, with a rate of return (ROI of $83 for every dollar of cost), with significant benefits for improved lifetime earnings for each student participating. CAES will track these types of cost savings and report back to the State and the Consortium each year. They include: -Increases State Reading & Math Assessment Scores: 1X a year, 6 years. -Increase Local Reading & Math Assessment Scores: 2X a year, 6 years -Decrease # of students being retained in 3rd grade. 1X a year, 6 years -Decrease in students being identified with a disability. 1X a year, 6 years -Decrease in students being identified with Strengths & Difficulties Questionnaire. (SDQ). 1X a year, 6 years -Decrease in classroom problem behaviors & outbursts. 2X a year, 6 years -Decrease in & out-of school suspensions. 1X a year, 6 years -Decrease in truancy rates for schools. 1X a year, 6 years -Decrease alcohol and other drug use. PRIDE Survey-Every 2-3 Years -Decrease juvenile justice cases. 1X a year

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 RangeAugust 8, 2016 - September 30, 2016

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

August, 2016: Award notification September 2016: Planning meeting(s) between Consortium members & partners to discuss training schedule, grant & evaluation activities hosted by Putnam ESC. Benchmark: Training for coaches, new teachers, & existing PAX teachers finalized. Benchmark: Evaluation Plan Finalized Benchmark: Sustainability Plan Draft Benchmark: Hiring of PAX Coaches & designation of Supervisor & Administrative Staff at each site as well as Partners Benchmark: Release of funds by the State & allocation to each partner. Benchmark: Monthly Program Planning & Implementation Meetings with Consortium Members & Partners

22. Implementation(grant funded start-up activities)

a. Date RangeOctober 1, 2016-June 30, 2017

b. Scope of activities - include all specific completion benchmarks

Oct 16:Start logistics planning for training venues;Start processes of assembling materials for trainings;Monthly PAX Partners Meeting; PAX Coaches Trained; Each ESC identifies, recruits, & enrolls new teachers for PAX training & existing PAX teachers for booster sessions.Benchmarks: Training schedule finalized; 18 Coaches Trained; 100 new PAX teachers identified & enrolled; 175 existing PAX teachers identified & enrolled.Nov 16-Feb 17: PAX New Teacher Trainings with approximately 100 teachers (3 training events). PAX Booster Trainings with 175 PAX Teachers Trained(6 training events); Monthly PAX Partner Meetings; Evaluation of Teachers' Perceptions of Training will be conducted for New & Current PAX Teachers; Existing PAX Teachers will be surveyed longitudinally on current use of PAX.Benchmark: 100 new PAX teachers trained; 175 existing PAX teachers trained; 90% Satisfaction rate with PAX training.Feb-May 17: PAX Partners use the reliable PAX online rubric to score implementation & mentoring effects. PAX Coaches also continue monitoring engaged learning & reduced problematic/off-task behaviors as a primary dependent variable that predicts longer-term benefits. Coaches will have monthly Technical Assistance Calls. Monthly PAX Partners Meeting; School Culture Online Survey for Teachers, Principals, Guidance Counselors, & Parents will be distributed.Benchmark: 100% Teachers will have Baseline & Post Observation & data collection implementation fidelity and behavior data collected; 50% reduction in off-task behaviors; and 50% will have high implementation fidelity after 3 months of training.June 17: 1 word-of-mouth training at each ESC will be conducted for new schools or teachers at new grade levels (25 teachers per site). Academic & behavioral year-end baseline data will be collected. Benchmarks:75 New Teachers will be trained; Baseline data collection for: State and Local Reading and Math Assessments, 3rd grade student retention data,# of students with disabilities

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

a. Date RangeJuly 1, 2017-June 30, 2022

b. Scope of activities - include all specific completion benchmarks

The importance of establishing fidelity in the classrooms trained is critical to success of the sustainability of the program. Once teachers buy into the program & see firsthand the success in reduction of problem behaviors, they become very invested in the success of the program. Implementation Fidelity will be established at each site in Spring of 2017. July 1, 2017-June 30, 2018. CAES will continue to work with the Consortium to collect & report the following data: State & Local Assessment data (when it becomes available-1X a year), PAX Implementation data (Baseline & Post), School Culture data (1X a year), EMIS & Truancy data (when it becomes available-1X a year), # of students with disabilities (1X a year),, # of students that are retained in 3rd grade (1X a year), # of new teaches trained (1X a year), & # of booster sessions (1X a year). Focus groups with stakeholders on implementation and impact of the grant (1X a year). CAES will provide a Summative Report to Contractor and State each year as well as working with State Evaluator and Agencies on all required reports and documentation. The Summative Report will examine longitudinal data and impact of the grant as well as sustainability efforts and costs.

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:

The short-term changes include: reduction in student off-task & problem behaviors & increase in instructional time for teachers and increase in academic outcome like short-cycle assessment and State Assessments. Sustainability costs will not necessarily be reduced for the partnering ESCs because many of the reduced costs will be experienced by the participating districts, the juvenile justice & mental health systems within the counties. By reaching 17,047 additional students, the Northwest Ohio long-term indicators can change. National data suggest long-term outcomes could include: One year of well-implemented PAX GBG creates two years of academic progress (Ialongo et al., 1999), with no change in curriculum. One year of well-implemented PAX GBG reduces the number of students needing special education by 1/3 through grade 12 (Bradshaw et al., 2008) Ohio Title I school across six districts that PAX GBG Measures of Academic Progress saw significant increases in reading and math MAP scores, significant at the level of >.001 (Weis et al., 2015). These results were stronger as the percentages of Title I students increased. One year of exposure to PAX GBG in grade 1 increased high-school graduation rates from 51% to 61% (Bradshaw et al., 2008) One year of exposure to PAX GBG in grade 1 significantly reduces suspensions 10 years later through grade 11 (Source http://www.jhsph.edu/prevention Johns Hopkins Center for Prevention and Early Intervention) One year of exposure to PAX GBG in grade 1 also significantly reduces lifetime use of illegal hard drugs, including opiates (Source http://www.jhsph.edu/prevention Johns Hopkins Center for Prevention and Early Intervention). The Washington State Institute for Public Policy finds that this strategy is the most cost-efficient K-12, with a rate of return (ROI of $83 for every dollar of cost), with significant benefits for improved lifetime earnings for each student participating.

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. Stacey Rychener Bowling Green State University Center of Assessment and Evaluation Service 365 Education Building Bowling Green, OH 43403 IRN: 062893 419.372.7303 staceyr@bgsu.edu

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.

Research Rationale: CAES will incorporate a Mixed-Methods Evaluation Design to examine both process & outcome variables for the project. This design will allow CAES to examine the formative data to make modification to project throughout Year 1. It will also give CAES a more detailed look at process variables that could affect the outcomes of the project. Methods of Analysis: CAES will use descriptive statistics to examine individual questions as well as demographics & to present frequencies, percentages, means, & sums to describe the results. We will use inferential statistics (Paired-Sample t-tests, Reliability & Item Analysis, Correlations, Multiple Regression, ANCOVA) to examine outcomes & reliability of the data. Qualitative data will be analyzed with Content Analysis. Aug-Sept 16: Planning meeting(s) between Consortium members & partners to discuss training schedule, grant & evaluation activities hosted by Putnam ESC. Qualitative Data: Meeting minutes Sept-Oct 16: Start logistics planning for training venues; Start processes of assembling materials for trainings; Monthly PAX Partners Meeting; PAX Coaches Trained; Each ESC identifies, recruits, & enrolls new teachers for PAX training & existing PAX teachers for booster sessions. Quantitative Data: # of Trainings Scheduled, # of Coaches Trained, # of New & Existing Teachers Enrolled Qualitative Data: Focus Group with Stakeholders to Examine Assets & Barriers to recruitment & training process Nov 16-Feb 17: PAX New Teacher Trainings with approximately 100 teachers (We anticipate 3 training events) PAX Booster Trainings with 250 PAX Teachers Trained (We anticipate 6 training events); Monthly PAX Partner Meetings; Evaluation of Teachers' Perceptions of Training will be conducted for New & Current PAX Teachers; In addition, Existing PAX Teachers will be surveyed longitudinally on current use of PAX before booster training as well as after Booster Training. Quantitative Data: # of Trainings Implemented, # of New & Existing Teachers Trained, Teachers' Perceptions & Satisfaction with Training Qualitative Data: Focus Group with Teachers to Examine Strengths & Weaknesses of the Training Feb-May 17: PAX Partners use the reliable PAX online rubric to score implementation & mentoring effects. PAX Coaches also continue monitoring engaged learning & reduced problematic/off-task behaviors as a primary dependent variable that predicts longer-term benefits. Coaches will have monthly Technical Assistance Calls. Monthly PAX Partners Meeting; School Culture Online Survey for Teachers, Principals, Guidance Counselors, & Parents will be distributed. Quantitative Data: Purrfect PAX rubric to score implementation & mentoring effects; Survey of PAX Implementation for Teachers Qualitative Data: Focus Group with Coaches & Partners to Examine Strengths & Weaknesses of Implementation June 17: 1 word-of-mouth training at each ESC will be conducted for new schools or teachers at new grade levels (25 teachers per site). Academic & behavioral year-end baseline data will be collected. Benchmarks: 75 New Teachers will be trained; Baseline data collection for: State & Local Reading & Math Assessments, 3rd grade student retention data, # of students with disabilities, SDQ data, school culture, EMIS & Truancy data. Quantitative Data: Teachers' Perceptions & Satisfaction with Training, State & Local Reading & Math Assessments, 3rd grade student retention data, # of students with disabilities, SDQ data, school culture, EMIS & Truancy data Qualitative Data: Focus Group with Coaches & Partners to Examine Program Outcomes & Sustainability July 2017-June 30, 2022. CAES will continue to work with the Consortium to collect & report the following data: State & Local Assessment data, PAX Implementation data, School Culture data, EMIS & Truancy data, # of students with disabilities, # of students that are retained in 3rd grade, # of new teaches trained, & # of booster sessions.

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

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

The ESCs will work closely with PAXIS, CAES, & other PAX Partners to provide an ESC-model Scale-Up Framework that will detail: collaboration process, identification & recruitment of schools & teachers, hiring & development of coaches, training cost, process, & procedures, implementation process & barriers, data collection, & sustainability. The project can be scaled-up within the Consortium by adding new districts and grade levels within the project like the June Word-of-Mouth Trainings. In addition, PAXIS has been examining several different service delivery models that could be implemented in future years.

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

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

I Agree: Dr. Jan Osborn, Superintendent, Putnam County Educational Service Center, 5/3/2016

Consortium

Putnam County ESC (049304) - Putnam County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Joe	Wank	419-833-2821	jwank@eastwoodschools.org	Eastwood Local	050674	4800 Sugar Ridge Rd, Pemberville, OH, 43450-9626	
Brad	Calvelage	419-659-2631	cg_calvelage@cg.noacsc.org	Columbus Grove Local	049312	201 W Cross St, Columbus Grove, OH, 45830-1237	
Kyle	Clark	419 354-9010	kclark@wcesc.org	Wood County ESC	050666	1867 N Research Dr, Bowling Green, OH, 43402-8835	
Ellen	Bernal	419-822-5630	ebernal@pdys.org	Pike-Delta-York Local	047084	504 Fernwood St, Delta, OH, 43515-1204	
Jeff	Taylor	419-666-1174	jtaylor@rossfordschools.org	Rossford Exempted Village	045609	401 Glenwood Rd, Rossford, OH, 43460-1317	
Chad	Warnimont	419-874-8721	cwarnimot@perryburgschools.net	Perrysburg Exempted Village	045583	140 E Indiana Ave, Perrysburg, OH, 43551-2261	
Scott	Mangas	419-453-3357	smangas@ottovilleschools.org	Ottoville Local	049387	PO Box 248, Ottoville, OH, 45876-0248	
Dusty	Pester	419-876-3174	pester_d@mcncschools.org	Miller City-New Cleveland Local	049361	PO Box 38, Miller City, OH, 45864-0038	
Kathy	Verhoff	419-532-3845	ka_verhoff@kalida.k12.oh.us	Kalida Local	049346	PO Box 269, Kalida, OH, 45853-0269	
Matt	Dube	419-286-2238	m_dube@jenningslocal.org	Jennings Local	049338	PO Box 98, Fort Jennings, OH, 45844-0098	
Joel	Mengerink	419-596-3671	supt@ContinentalPirates.org	Continental Local	049320	5211 State Route 634, Continental, OH, 45831-9155	
Dean	Brinkman	419-523-4290	brinkmd@ottawaglandorf.org	Ottawa-Glandorf Local	049379	630 Glendale Ave, Ottawa, OH, 45875-1162	
Kelly	Hartbarger	419-533-2604	khartbarger	Liberty Center Local	047589	PO Box 434, Liberty Center, OH, 43532-0434	
Scott	Lockwood	419-257-3496	slockwood@nbls.org	North Baltimore Local	050708	201 S Main St, North Baltimore, OH, 45872-1354	
Gary	Dulle	419-655-2583	dullg@elmwoodschools.org	Elmwood Local	050682	7650 Jerry City Rd, Bloomdale, OH, 44817-9763	
Kerri	Gearhart	567-444-4795	kgearhart@nwoesc.org	Northwest Ohio Educational Service Center	124297	205 Nolan Pkwy, Archbold, OH, 43502-8404	
Lance	Throp	419-485-6701	lthorp@montpelier-k12.org	Montpelier Exempted Village	045526	PO Box 193, Montpelier, OH, 43543-0193	

David	Schultz	419-682-2841	dschultz@strykerpanthers.org	Stryker Local	050658	400 S Defiance St, Stryker, OH, 43557-9307	
Laurie	Worline	419-924-2365	lworline@hilltopcadets.org	Millcreek-West Unity Local	050633	1401 W Jackson St, West Unity, OH, 43570-9465	
Katrina	Baughman	419-823-4381	kbaughman@otsegoknights.org	Otsego Local	050724	PO Box 290, Tontogany, OH, 43565-0290	
Christie	McPherson	419-661-6680	cmcpherson@lakeschools.org	Lake Local	050690	28090 Lemoyne Rd, Millbury, OH, 43447-9747	
Lindsey	McVey	419-691-4621	lmcvey@northwoodschools.org	Northwood Local Schools	050716	500 Lemoyne Rd, Northwood, OH, 43619-1810	
Collene	Hill	419-658-2511	collene.hill@centrallocal.org	Central Local	046714	6289 Us Highway 127, Sherwood, OH, 43556-9735	
Beth	Hench	419-395-1111	bhench@ayersvilleschools.org	Ayersville Local	046706	28046 Watson Rd, Defiance, OH, 43512-8851	
Denise	Wright	419-782-7941	dwright@tinora.org	Northeastern Local	046722	5921 Domersville Rd, Defiance, OH, 43512-9121	
James	Lang	419-354-0300	jlang@bgcs.k12.oh.us	Bowling Green City School District	043638	137 Clough St, Bowling Green, OH, 43402-2901	

Partnerships

Putnam County ESC (049304) - Putnam County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Stacey	Rychener	419-372-7303	staceyr@bgsu.edu	Bowling Green State University	062893	220 Mcfall Center, Bowling Green, OH, 43403-0001	
Dennis	Embry	520-299-6770	dde@paxis.org	PAXIS Institute		PO Box 31205, 4980 N Sabino Canyon Rd, Tucson, AZ, 85750	
Jason	Fruth	513.849.1430	Jason.Fruth@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	

Implementation Team

Putnam County ESC (049304) - Putnam County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Kerri	Gearhart	Superintendent, Northwest Ohio Educational Service Center	Oversee the implementation of the PAX Good Behavior Game in 10 schools in the Northwest Ohio ESC service area, impacting 67 new classrooms and 27 existing classrooms.	Kerri A. Gearhart is superintendent of the Northwest Ohio Educational Service Center, serving twenty-three public school districts in Defiance, Fulton, Henry, and Williams Counties in extreme northwest Ohio. She received her B.A. from Ohio Northern University, Master's degree from the University of Toledo, and completed superintendent course work through Bowling Green State University. Mrs. Gearhart's career has primarily focused on supporting struggling learners, especially students with disabilities. Her first teaching position was with students with Severe Behavioral Handicaps beginning in 1989. She earned her Reading Endorsement upon completion of her Bachelor's degree and utilized this training throughout her teaching and administrative career to reinforce the importance of literacy. Mrs. Gearhart has been a special education teacher, special education supervisor, special education director, principal, and superintendent over the course of her career. Mrs. Gearhart is a member of BASA, serving on the Exceptional Children's and ESC Committees; is on	Mrs. Gearhart has direct involvement with a current Safe Schools/Healthy Student Grant targeting Williams County Schools. One component of this grant has been to implement the PAX Good Behavior Game in classrooms across Williams County. Excellent results have been achieved to date, and a Straight A Grant would allow the PAX Good Behavior Game to expand to surrounding counties and school districts.	BA of Arts in Education (ONU); Master's degree in Educational Administration (UT);post-graduate licensure/coursework through BGSU	10	

				the Teacher Advisory Council at Ohio Northern University; is a current participant in the Ohio School Leadership Institute; and is active in several Family and Children's First Councils.				
Jan	Osborn	Superintendent, Putnam County Educational Service Center	To oversee and administer the grant goals and activities for the Putnam County Teachers. To oversee and administer the overall grant goals and activities for the entire grant. To administer and approve all purchase orders according to grant guidelines. To supervise personnel hired with grant funds. Coordinate grant fiscal activities with the Putnam County Educational Service Center Treasurer. To guarantee that all grant assurances are implemented correctly. To complete all required reporting documents. To prepare news releases regarding the implementation of the grant.	Dr. Osborn has over forty-two years in educational administration including twenty-three years as the ESC superintendent. He wrote and administered his first educational grant in 1986. Since that time he has been responsible for over fifty state and federal grants that represent grant values from two thousand dollars to over 1.1 million dollars per year. In his thirty year history in administering grants, there has never been an audit finding against any grant he has been responsible for administering.	In 2012 while the Putnam County Educational Service Center was in their fourth year of successfully implementing a Federal Safe Schools/Healthy Children grant worth 4.4 million, the ESC was invited to implement a grant using the PAX, Good Behavior Games program in their county schools. In 2013 the ESC was awarded $100,000 grant through the Ohio Department of Mental Health and Addiction Services to further expand the use of the PAX/ Good Behavior Games within Putnam County Schools.	Dr. Osborn has a B.S. In Education, a Masters in Education, & a Doctor of Philosophy in Educational Administration.	10	
Kyle	Clark	Director of Prevention Education	Implement and supervise Pax Good Behavior Game for Wood County, including 9 school districts.	Teacher, elementary principal, & superintendent for 35 years. Prevention Education Director for 6 years.	Director of Safe Schools/Healthy Student Initiative and piloted the Pax GBG in one of eight school districts in the country for SAMSHA.	MS in Educational Administration and post graduate doctoral studies ABD.	10	