Budget

Stark County ESC (049825) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (81)

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	0.00	0.00	18,003.00	0.00	0.00	0.00	18,003.00
Governance/Admin	0.00	0.00	13,010.00	0.00	0.00	13,010.00	26,020.00
Prof Development	0.00	0.00	415,658.00	0.00	0.00	0.00	415,658.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	446,671.00	0.00	0.00	13,010.00	459,681.00
						Adjusted Allocation	0.00
						Remaining	-459,681.00

Application

Stark County ESC (049825) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (81)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
GEMM Project: Gifted Educators Mentoring Many

2. Project Tweet: Please limit your responses to 140 characters.
Create proactive partnerships to disseminate research based instructional strategies to address achievement and growth of gifted students.

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

0 Pre-K Special Education	105 K	280 1	460 2	570 3
725 4	825 5	1010 6	955 7	960 8
975 9	1120 10	1190 11	1180 12	

Year 1

0 Pre-K Special Education	105 K	280 1	460 2	570 3
725 4	825 5	875 6	1020 7	965 8
975 9	985 10	1125 11	1192 12	

Year 2

0 Pre-K Special Education	105 K	280 1	460 2	570 3
725 4	825 5	875 6	900 7	1025 8
975 9	985 10	990 11	1125 12	

Year 3

0 Pre-K Special Education	105 K	280 1	460 2	570 3
725 4	825 5	875 6	900 7	915 8
1030 9	985 10	990 11	990 12	

Year 4

0 Pre-K Special Education	105 K	280 1	460 2	570 3
725 4	825 5	875 6	900 7	915 8
925 9	1035 10	990 11	990 12	

Year 5

0 Pre-K Special Education	105 K	280 1	460 2	570 3
725 4	825 5	875 6	900 7	915 8

925 9	935 10	1040 11	990 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.

This project will create a cadre of gifted intervention specialists within Stark County ESC (SCESC) districts to implement & provide professional development on research-based best instructional practices that increase growth & achievement for all learners. By obtaining their gifted endorsement, this cohort will learn to design instructional experiences that develop creativity, inductive & deductive reasoning, critical thinking & problem solving; to assess student learning styles, strengths & interests; & to apply differentiated instructional strategies which allow for the design & implementation of challenging & engaging lessons. This new learning will be shared at lead teacher meetings, at district and building level & via the creation of online PD modules. By teachers applying this new learning, not only will our targeted gifted student population benefit, but achievement will increase for other diverse learners as well. This model is easily replicable in districts & other regions.

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

First and last name of contact for lead applicant
Mr. Marty Bowe, Assistant Superintendent

Organizational name of lead applicant
Stark County Educational Service Center

Address of lead applicant
2100 38th St. NW; Canton, OH 44709

Phone Number of lead applicant
330-492-8136 ext. 2270

Email Address of lead applicant
marty.bowe@email.sparcc.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

NCLB caused schools to focus on ensuring struggling students met grade level standards while lacking a consistent methodology to support students who previously mastered grade level standards (Reis and Renzulli, n.d., para.2). The new Gifted Indicator on the state report card spotlights achievement/growth of gifted students. Ohio's 2015 Report Card revealed that NONE of the 21 traditional K-12 districts served by Stark County ESC (SCESC) met the Gifted Indicator. This caused much unrest among teachers & administrators (expressed at curric director & gifted lead teacher meetings), which has caused all districts to fully buy into GEMM. Within SCESC schools, 13.2% of students are ID'd with a disability with 461 special education program teachers serving them; conversely, 17.2% of students are ID'd gifted with only 39 gifted program teachers. This data magnifies the myth that gifted students will do fine without intentional instructional supports to meet their needs (Clark, p.21, 2008).

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

Grant innovations seek to synthesize the knowledge from Institutes of Higher Education (IHE) and the Stark County ESC (SCESC), disperse it to member districts, and their classroom teachers to methodically alter the instructional delivery to gifted students. Central to all is an emphasis of changing what we do in order to meet both the academic and social emotional needs of gifted students. Grant innovations fall into three proactive partnership strands: 1. IHEs and teacher leaders (TLs) 2. SCESC and TLs 3. TLs and all 21 districts. Strand 1: All 21 districts in the SCESC will select 1, 2, or 3 TLs depending on its student enrollment numbers to obtain their Gifted Intervention Specialist (GIS) endorsement from an IHE. While completing their gifted endorsement (18 graduate hours over a one year period) TLs will be exposed to research based strategies that address instructional and social emotional needs of gifted children. TLs, housed within their district for the life of the grant, will work with a district implementation coordinator to develop a systematic methodology to deploy gifted instructional strategies to certified staff in the district. Strand 2: All TLs will collaborate to develop online PD modules that will focus on instructional strategies designed to increase achievement for gifted students. These modules will be built around differentiated instructional strategies that have proven to have the greatest effect on gifted students achievement such as curriculum compacting (Rogers, 2007, p. 388). As the TLs create the online modules, they will assimilate into the SCESC's GIS Lead Teacher Program, which has been in existence since 1993. Divided into specialty groups by content area and diverse learner groups, the main goal of the Lead Teacher Program is to develop teacher leaders in order to support district teachers & administrators. Expectations of those involved include attending all county lead meetings, sharing lead teacher meeting information with content/diverse learner staff and administration after each meeting & collaborating with other county lead teachers during meetings. The power of the networks is that we are able to share ideas and innovations and cascade that information to all of our member districts. TLs will become part of the existing GIS lead teacher team and use the lead teacher group as a sounding board for the online modules they create. Upon completion, these modules will be available for use by districts, buildings and by individual teachers. Material within the modules will be chunked and teachers will be able to earn continuing education unit credit, independently, by demonstrating competency of the material covered through online assessment. Modules will also become available in a blended setting, with the TLs facilitating the face-to-face portion of blended opportunity. Strand 3: TLs will plan and present at High Impact University each June. High Impact University, an annual one-day conference sponsored by the Stark County ESC, is a day devoted to learning about instructional strategies that increase the achievement of gifted learners. Research indicates that through copious amounts of purposeful professional development (Yoon, et. al. 2007.) centered around either pedagogy or content (Guskey & Yoon. 2009.) student achievement is increased. Recent surveys compiled by the Ohio Association for Gifted Children (OAGC) indicate: only 15% of regular classroom teachers responsible for gifted services had a GIS license; over two-thirds received almost no professional development in gifted; and less than 30% received any training in challenging underachieving gifted students (Briercheck, February 2016, Columbus). The aforementioned strands allow for the systematically delivering research based instructional strategies, promotion of intentional instruction for gifted learners and high expectations for teaching our gifted children.

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.

Our goals are: 1) Increase the annual growth of gifted students and 2) Increase the achievement of ALL gifted students. This project is designed to create a cadre of gifted intervention specialists in the Stark County ESC districts who will help teachers improve the quality of instruction provided to gifted students by using research-based best instructional practices that have been proven to increase growth and achievement for high achieving students. This project will also focus on eliminating any growth or achievement gaps that exist with respect to gifted students who belong to annual measurable objectives (AMO) subgroups by also focusing on the use of research-based instructional practices that also have been found to meet the needs of students in AMO subgroups (ie, strategies to meet the needs of economically disadvantaged and minority students).

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.

All districts will prioritize primary grades instruction because it's well documented that early intervention with exceptional children, along with providing enriching and engaging environments during early childhood years, leads to enhanced educational success and supports students' cognitive and affective growth. Young GIFTED children have this same need. Additionally, early enrichment is even more critical for advanced learners who come from poverty or traditionally underrepresented populations. According to the NAGC, "early educational experiences of many young gifted children provide limited challenge and hinder their cognitive growth rather than exposing learners to an expansive, engaging learning environment. This problem may be intensified among traditionally under served populations of young gifted students including culturally, linguistically, and ethnically diverse learners, as well as children from poverty. . ." (Robinson et al.; Scott & Delgado, 2005)."

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

Underachievement of gifted students is "one of the greatest social wastes of our culture" (Gowan, 1955, p.247). Today, underachievement among gifted students in Ohio is still a major problem as only 16 districts met the new Gifted Indicator on the 2016 State Report Card. While gifted learners possess higher levels of intelligence than typical students, they are disadvantaged because they frequently are not given the opportunity to reach their full potential (Farmer, 1993). The main reason for this is schools are not aware of how to appropriately meet their needs, thus often resulting in them not being sufficiently challenged (Diezman & Watters, 2001). When these needs are not met, it can lead to frustration, loss of self-esteem, boredom, & laziness-all of which contribute to students underachieving (Crocker, 2004; Knight & Becker 2000). Sometimes problems surface in later years as a result of not being sufficiently challenged in the earlier years. Diezmann and Watters (2006) stated "gifted students have an advanced knowledge base compared to their non-gifted peers... Thus, what is initially new content for non-gifted students might be only practice material for gifted students." This becomes a problem when gifted students are not appropriately challenged because they end up surpassing their non-gifted classmates through a relaxed approach to learning because it comes easy to them. Diezmann and Watters say this belief that they can learn the material through a relaxed approach can create "serious learning difficulties" when later in their school years, they are confronted with difficult & complex material. One of the ways to meet

gifted students' needs is through acceleration, where students progress through an educational program at rates faster or at ages younger than typical. Acceleration practices appropriately challenge & reduce the time necessary for students to complete traditional schooling (NAGC, Position Paper, 1992). Nicholas Colangelo identified 18 types of acceleration, some of which include whole-grade/subject acceleration, self-paced instruction, mentoring, curriculum compacting, AP courses, & early entrance to college (2004, A Nation Deceived, pg. 1). His research shows that acceleration has a very positive impact on gifted students' achievement. Our grant will create a network of gifted intervention specialists who will become experts in providing interventions to gifted students as well as providing PD in these types of interventions to other teachers who will teach gifted and high ability students. They will provide this PD through lead teacher networks, the high impact universities during the summers, & through online PD modules they will create that will focus on many of the intervention strategies that Colangelo has identified (curriculum compacting, self-pacing, mentoring, etc.). The successful delivery of such interventions to gifted students in their younger years will result in more students being served in later years through interventions such as subject/whole grade acceleration, & early access to college (ie, College Credit Plus and AP courses). RESEARCH: *Colangelo, N., et al. (2004). A nation deceived: How schools hold back America's brightest students (Vol. 1). Iowa City: University of Iowa. *Farmer, D. (Ed.) (1993) Gifted Children need help? A guide for parents and teachers. Strathfield: NSW: NSW Association for Gifted and Talented Children. *Gowan, J. C. (1955). The underachieving child: A problem for everyone. Exceptional Children, 21, 247-249, 270-271. *Crocker, T. (2004) "Underachievement: Is our vision too narrowed and blinkered? 'Fools step in where angels fear to tread." in Gifted 131:10-14. *Diezmann, C.M & Watters, J.J. (2006) "Balancing Opportunities for Learning and Practicing for Gifted Students" in Curriculum Matters 5(1):3-5. *Diezmann, C.M., et al. (2001) "Early entry to school in Australia: Rhetoric, research and reality" in Australasian Journal for Gifted Education 10(2):5-18.

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).

During the implementation year, 1) Districts will recruit 1 to 3 teachers, based on ADM, to obtain their Gifted Endorsement 2) Participants will complete 18 graduate hours 3) Participants will develop content for 8 instructional modules 4) Participants will attend network meetings (Lead Teacher, High Impact). In Sustainability Years 1 to 5, districts will: 1) Increase their Gifted Performance Index (PI) each year working toward attaining a Gifted PI of 117 by Year 5 2) Improve one letter grade per year in the Gifted Progress component on the State Report Card so all districts earn an A by Year 4 and 3) A yearly reduction in any gaps that exist in Gifted Performance Index for any AMO subgroups working toward total elimination of such gaps by Year 4 4) Use the PD modules within their Resident Educator program. Note: In addition to each individual district's data, we will also compute the data for the total population across all districts for each of the measures each year.

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

Measure #1 is Gifted Performance Index. None of our 21 Stark County ESC districts met the minimum score of 115 for the Gifted PI in 2015. The average of the Stark ESC districts was 111.49 with the highest district PI at 114.73 and the lowest at 105.64. Measure #2 involves State Report Card Gifted Progress Grades. For this measure our 21 districts had 4 A's, 5 C's, 5D's, 6 F's, and 1 NR. Using a 4 point rating scale (where A=4, B=3, C=2, D=1, F=0), the average for the Stark ESC districts was 1.55. Measure #3 involves State Report Card Performance Index scores for AMO subgroups, which is not data that is included on the state report card. We will work with all districts during the Implementation year to compute this data in all subjects and AMO subgroups in which a district has gifted students using data from the Spring 2016 state tests to calculate our baseline.

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

Since 1993 the Stark County Educational Service Center has used its lead teacher network, curriculum consultants, and principal networks to implement many innovative projects and to integrate new more rigorous standards. The power of these networks is that we are able to recognize and correct problems as they arise. If an analysis of the evaluation data indicates that we are not on track to achieve our desired outcomes of the project, we will use the data to plan revisions. We will create new measures that will align with our desired outcomes and collaborate with the lead teachers, curriculum consultants, principal networks, and the cohort of teachers who are working toward the attainment of their gifted intervention specialist license to create a new plan to achieve the new measures.

☑ 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.

Each of the 21 districts included in this grant will gain personnel specifically trained in educating gifted students, In turn, those trained individuals will create online training modules and create and lead workshops specifically targeting teaching strategies to "grow" gifted students. This will result in a significant reduction to districts in spending for professional development. In addition, the online modules will be available for use whenever needed and applicable producing even greater savings for districts.

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.

Assumption: 1) Districts will encourage staff to participate in the gifted endorsement opportunity; 2) Districts will use the online modules as professional development opportunities to share and discuss teaching strategies with their teachers.

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

Earlier this school year, an online book study was offered to our SCESC districts for the book Fair Isn't always Equal. Over 50 teachers and administrators took part in the study with 36 completing the study for credit. This demonstrated interest in finding resources for improving effective instruction and in the online method of content delivery. Also, a survey was taken late last year with the results indicating a desire for teachers to acquire their gifted endorsement. Those survey results produced a partnership with Malone University to develop an online gifted endorsement program.

104785 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

1: ESC won't secure prof. trainers for workshops (b/c online PD modules created).Trainer costs in past passed to districts. Averaged costs last 3 years for savings $6,850/year for each FY18-FY22. Total savings $34,250 to districts. Line 33 on districts' FITs. 2: Subs now not needed for teachers to attend workshops in 1. Line 31 in districts' FITs shows savings FY18-FY22 with 3 less sub days/year per district. Total savings to districts $25,725. 3: If districts developed 8 online modules on own, would have to pay teachers to do it. Would easily take 5 days. 5 days x $350 (daily rate+benefits)= $1750. Or district could spend much more per module to buy already created (see Gifted Ed Res. Inst. @ Purdue Coll of Ed.) Line 33 in each FIT shows simple $200/module total savings $1600 per district in FY18. 4: ESC saves cost of 4 days/year for consultant & 6 days/year for admin asst. to coordinate trainer for 5-year savings of $20,585 and $100/yr in copies (Lines 16,17, 19 on Stark ESC FIT).

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

If the evaluation data tells us that we are not on track for meeting our outcomes, we will use the evaluation to target the necessary areas for revision and where to concentrate our efforts. The GEMM team will then work with county gifted educators and gifted coordinators to implement solutions., This network of gifted educators has previously collaborated successfully on various projects and grants and have worked together to provide professional development. We will use this group to analyze what practices had the greatest impact within the districts and then apply those practices to the districts that do not meet the outcomes.

☐ 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.

The Stark County ESC consultants & districts have designed this project to provide aligned instructional interventions to gifted/high ability students to achieve/grow at high levels. This shared services delivery model will be achieved through an aligned use of best instructional practices. Teachers across Stark County ESC districts will receive PD trickling down from the network of more than 40 new gifted intervention specialists, pre-existing gifted intervention specialists & coordinators that already exist within the districts. This PD will create systemic changes in the instruction that gifted/high ability students receive and will occur through the pre-existing ESC lead teacher & principal networks, the creation of the high impact universities that will occur during the summers, & the online PD modules that the newly licensed gifted intervention specialists will create which will be made available free to all teachers in districts served by the Stark County ESC.

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 Stark County ESC will continue to facilitate the content area lead teacher networks, the gifted lead teacher networks, and the principal and curriculum directors networks. Each district served by the Stark County ESC will continue to have staff members participate in all of these network meetings each year as they have for more than 20 years now. Each of the member districts will have teachers who will participate in the professional development that will be available through the networks and through online modules that will be developed by the gifted intervention specialists team.

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.

Since 1993 the Stark County ESC districts have used our lead teacher, curriculum specialists, and principal networks to implement many

innovative projects and to integrate new more rigorous state standards into existing courses of study. The work of the networks is powerful and has been focused on sharing best instructional practices and specific trainings for lead teachers to share with all teachers. The main goal of the lead teacher network is to develop teacher leaders in order to support districts' teachers and administrators in their pursuit of increasing student achievement and growth. The lead teacher expectations include attending all Stark County ESC lead teacher meetings, communicating lead teacher meeting information to like content staff after each meeting, informing administrators of important information, and collaborating with other lead teachers. The power of the lead teacher networks is that it provides a way to share ideas and innovations as well as keep educators informed regarding changes on the horizon. There were over 500 teachers who attended the different Stark County ESC lead teacher network meetings for the 2015-16 school year. In December 2001, Michael Garet, Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon published an article in the American Educational Research Journal titled What Makes Professional Development Effective? Results from a National Sample of Teachers. They studied 1,027 teachers and found that there are three core features that are needed in order for professional development to positively impact both teachers knowledge and skills AND ALSO change their instructional practices with students. Those three core features are: 1) the PD must focus on content knowledge, 2) the PD must provide opportunities for active learning, and 3) the PD must be coherent with other learning activities. The online professional development modules that will be created by our gifted intervention specialists team will focus on instructional best practices to improve students' mathematics and literacy knowledge and skills in the early grades. Each module will provide each participating teacher an opportunity to collaborate with other teachers to design lessons that use the particular instructional strategy that is the focus of the module (ie, curriculum compacting). Lastly, the instructional strategies that are part of this series of modules will all be part of a coherent effort to improve the achievement and growth of gifted and high ability students. Thus, the PD our teachers will experience through the online modules will connect to all three core features identified by Garet, et al. as the teachers participating in this PD will be part of an aligned effort in all that they do to improve the achievement and growth of gifted/high ability students.

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.

During the implementation year, 1) Each district will recruit 1 to 3 teachers, based on ADM, to obtain their Gifted Endorsement 2) Cohort teachers will complete 18 graduate hours and obtain their gifted endorsement 3) Cohort participants will develop content for 8 instructional modules 4) Participation will increase in county-wide network meetings (Lead Teacher, High Impact). Sustainability Years 1 to 5, 1) Districts will use the online modules for professional development for buildings and teams of teachers and 2) Use the professional development modules within their Resident Educator program. 3) Additional teachers will continue to attend network meetings.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

1) Each Stark County ESC district will have at least one newly licensed gifted intervention specialist (GIS) to begin the 2018-19 school year; 2) There will be at least 41 newly licensed GIS's across all the Stark County ESC districts to begin the 2018-19 school year; 3) We will achieve the following attendance at each of our summer gifted high impact university events: *at least 1 additional teacher per GIS team member in Summer 2018; *at least 2 additional teachers per GIS team member in Summer 2019; *at least 3 additional teachers per GIS team member in Summer 2020 and beyond; 4) The creation of 8 online PD modules by our GIS team; 5) Each of the 8 PD modules will have at least 100 teachers who will complete them by the end of Year 3; and 6) The PD modules will become part of the PD in each district's Resident Educator Program.

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

The Stark County ESC has had its lead teacher network, curriculum consultants, and principal networks in place since 1993 to help to implement innovative projects and to integrate new more rigorous standards. Through these networks, educators are able to recognize and correct problems as they arise. If an analysis of the evaluation data indicates that we are not on track to achieve our desired outcomes of the project, we will use the data to plan revisions. We will create new measures that will align with our desired outcomes and collaborate with the lead teachers, curriculum consultants, principal networks, and Gifted Intervention Specialists Team to create a new plan to achieve the new measures. For example, if we find that the online PD blended with two face to face meetings is not the best way to reach teachers, then we will consider alternative methods to deliver the PD (ie, all face to face meetings).

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

- [x] a. New - Never before implemented
- [ ] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [ ] c. Replication - Expansion or new implementation of a previous Straight A Project
- [ ] d. Mixed Concept - Incorporates new and existing elements
- [ ] e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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

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

Enter Budget

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

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

459,681.00 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.

The total project will cost $460,129. The monies will be spent in the following four areas: 1) GIFTED INTERVENTION SPECIALIST ENDORSEMENT COURSEWORK COSTS: *Malone University Tuition at $471 per credit hour x 18 hours for 41 people for a total of $347,598; *Malone University online class fees at $180 per class x 6 classes for 41 people for a total of $44,280; *Malone University term payment fees of $50 per term x 3 terms for 41 people for a total of $6,150; *Textbooks costs for all six courses at $430 for 41 people for a total of $17,630. 2) GEMM PROJECT PLANNING TEAM: *Project Manager position who will coordinate grant activities for implementation year only for 10 days salary/wages at $4,000 plus benefits of $1,400 (35% x $4,000) for total of $5,400; *Project Support Stipend for guiding content development of the online modules for $2,500 during implementation year; *Project support stipend for assisting in implementing online modules into districts' PD systems/plans for $2,500 during implementation year. 3) TECHNOLOGY SUPPORT FROM STARK-PORTAGE AREA REGIONAL COMPUTER CONSORTIUM (SPARCC): *To assist during implementation year in loading the PD modules into an online learning management system to make them available to teachers in the ESC districts at a cost of 5 days salary/wages at $2,780 plus benefits of $973 (35% x $2,780) for a total a total of $3,753. The above budget amounts total $429,811. 4) ADMINISTRATION & EVALUATION *We budgeted $12,894 (3% of the total of sections 1 to 3) for the grant's lead agent, the Stark County ESC, to cover administrative fees; *We budgeted $12,894 (3% of the total of sections 1 to 3) for the grant evaluator, the Stark Education Partnership. The total grant request for the GEMM Project, which will change the culture of education in the districts served by the Stark County ESC, is for $455,599.

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.

3,375.00 a. Sustainability Year 1

2,025.00 b. Sustainability Year 2

2,025.00 c. Sustainability Year 3

2,025.00 d. Sustainability Year 4

2,025.00 e. Sustainability Year 5

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

The GEMM Project will have very low sustainability costs. Once the 41 individuals from the Stark ESC districts have their gifted intervention specialist endorsement, they will possess an increased knowledge of instructional practices for both high ability/gifted students, and all students in general. They will share knowledge with others & have a positive impact on other staff on an ongoing basis within their districts through participation in building teacher-based team meetings, building team leadership meetings, district leadership team meetings, & PD days within their districts. They also will continue to serve their districts as a classroom teacher and/or a coordinator of gifted services (or combination of the two) within their districts. They will also share knowledge and best practices with others outside of their districts through ongoing participation in Stark County ESC lead teacher meetings, which have been in place and have been a vehicle for sharing best practices dating back to 1993 and the summer high impact university. The PD modules that these 41 people will develop will continue to be utilized for PD throughout all of the districts at the teacher, building, & district levels at no cost to the districts. The only sustainability costs incurred following the grant implementation year will be for the approximately 5 days in FY18 and 3 days in FY's 19 - 22 to help plan/facilitate the gifted lead teacher meetings that these 41 individuals will participate in. Following FY18, many of the 41 individuals will assume some of the leadership in planning/facilitating lead teacher meetings each year through participation on the Gifted Lead Teacher Program Management Team (PMT). Each lead teacher group has a PMT that has been active in planning/facilitating meetings for the past several years. Through this participation in the PMT, many of these individuals will grow their leadership skills within and outside of their buildings and districts.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Implementation of this grant will generate cost savings for both Stark County ESC general budget (identified in 2nd tab of FIT) & in the general budgets for the 22 districts served by the Stark ESC (identified in each of the district tabs in the FIT). Stark ESC will no longer need to secure

professional trainers for PD workshops on best practices for instructing gifted/high ability students (because online PD modules will be created by the GIS team).Trainer costs in the past were passed to districts. The average costs for the previous 3 years was $6,850 per year. This savings of $6,850/year for each FY18-FY22 will provide a total savings $34,250 to districts. Subs were secured in past and paid for by districts for teachers to attend these PD workshops led by professional trainers that will no longer exist. We calculated savings of 3 sub days per district per year (actually more than 3 attended from many districts in the past). We calculated this using what each district pays to a sub for one day (ranges from a low of $70 to a high of $90). Total savings to districts over five years is $25,725. If districts developed the 8 online modules on their own, they would have to pay teachers to do it. This would easily take 5 or more days. 5 days x $350 (average teacher daily rate including benefits) = $1750. Or district could spend much more per module to buy already created (see Gifted Education Resource Institute @ Purdue College of Education). So we calculated a conservative cost of $200 per module x 8 modules for a total savings $1,600 per district in FY18 only (once created, district would not have to pay to re-create them in following years). Stark ESC saves salary/benefits cost of 4 days/year for consultant & 6 days/year for admin assistant to plan, coordinate, schedule, communicate, promote, etc. for each 1 professional trainer event each year for 5-year savings of $20,585. Also save $100/yr in trainer material copies for total of $500 savings in 5 years.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.
Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

This question is not applicable since our answer to question #18 is 0%.

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 RangeJune 2015 - May 2016

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

Scope of activities: *June 2015: Survey results showing need and desire for local university gifted endorsement opportunity; Team of county gifted coordinators met to plan classes for endorsement with Malone University. *November 2015: Malone gifted endorsement classes completed and submitted to Board of Regents for approval. *December 2015: Gifted endorsement approved. *February 2016: ODE release of 2014-15 state report card; Gifted coordinators begin discussion of poor gifted indicator scores and how to collaboratively work to improve gifted indicator and gifted value added results. *March - May 2016: Malone classes begin for teachers seeking gifted endorsement; Grant design team developed; Design team develops and writes proposed activities in the hopes of increasing number of teachers to take the Malone gifted endorsement classes; Grant and implementation details shared with gifted coordinators, curriculum directors of participating districts; Selection of teachers begins.

22. Implementation(grant funded start-up activities)

a. Date RangeAugust 8, 2016 - June 30, 2017

b. Scope of activities - include all specific completion benchmarks

*2016 Activities: *August 8: Grant awarded: Notify Participants *August 11: Appoint Project Manager (PM) and Program Management Team (PMT); Create Implementation Schedule *August 15: Districts submit name of Teacher Leader (TL) and Implementation Coordinator (IC) *August 17: Invitation sent to TLs along with instructions to register for classes at institution of higher education (IHE) *August 22: Names of TLs submitted to IHE *August 29 - December 2016: TLs begin and participate in graduate courses in gifted education at IHE *September: ICs, PM, and TLs meet to build district implementation plan *October: Create grant monitoring calendar including participant pre/post survey data; Gifted Performance Index (PI); Gifted Progress Grade; and State Report Card Performance Index scores for AMO subgroups; Gifted student achievement benchmarking data (i.e. Star; iReady; MAP) *November - December: Implementation Coordinators submit initial evaluation report. 2017 Activities *January-June 30, 2017: TLs continue at IHE; attend lead teacher meetings; deploy information per district implementation plan; January: PMT makes necessary adjustments based on initial evaluation report; IC tracks winter benchmark data for

gifted students; TLs begin developing content for online modules *February: PM, ICs and TLs meet for mid year review and data dive. *March: PM meets with Teacher Leaders to begin plans for High Impact University; *April: TLs finalize description of session for High Impact University and share with PM *May - PM generates schedule and flyer for High Impact University; ICs collect final data for the year; *June: TLs transfer online module content into an online learning management system; TLs present at High Impact University; PM, ICs and TLs meet to complete final evaluation report.

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 Stark County ESC will continue to lead the implementation and coordination of the GEMM Project for the 22 member districts to increase academic performance for gifted students. These 22 districts with their implementation coordinator (IC), will ensure that the constructs created during year one of the grant will continue with fidelity. *July 2017 - July 2022: Modules made public for the 22 member districts of the Stark ESC to use for individual, team, building or district professional development. Teacher Leaders (TL's) offer blended professional development opportunities to teachers in member districts. These opportunities will be available through a new lead teacher group that is a collaborative practice cohort. Teachers within the county will be able to view and learn from the online modules. Two meetings, facilitated by the TL's, will take place once teachers complete the online module on a specific instructional strategy for gifted students. At the first meeting, the collaborative practice cohort will work to design a classroom lesson using the strategy they learned online. At the second meeting, the collaborative practice cohort will share the results of the lesson. Two strategies or modules with a face to face component will be offered yearly. *Falls/Spring 2017-2022: Data collection will continue at the district level. ICs, PM and TL's will meet yearly following release of report card data to evaluate implementation status as determined by grant monitoring calendar. Monitored data points will include Gifted Performance Index (PI); Gifted Progress Grade; and State Report Card Performance Index scores for AMO subgroups; Gifted student achievement benchmarking data (i.e. Star; iReady; MAP). ICs will ensure continued commitment to district implementation plan created during year 1 of the grant.

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:

Lasting change will occur in the 22 districts participating in this grant as improve instruction provided to gifted/high ability students while also improving the instruction provided to ALL students. Individuals involved in this grant will create online modules to provide professional development to all teachers on research-based instruction strategies for gifted/high ability learners. These modules will be housed in the participating schools to be accessed and used for PD with all teachers. Options to effectively use these modules to create positive changes to schools' organizational practices include educators seeking instructional assistance with gifted and/or high ability students (ie, differentiation strategies), principals or curriculum directors using them for PD for their staffs, quick clips used during district leadership, building leadership, and teacher-based team meetings as part of the Ohio Improvement Process, and principals using the modules to provide growth opportunities within the OTES rubric for teachers. All educators in participating schools will have access to these modules. These modules, created by teachers within the participating districts that have earned their gifted endorsement, will be more relevant and more directed towards the culture, history and students of the participating schools. Finally these modules will impact teaching and learning because they will be easy to access, always available, and sustainable, which will allow for ongoing collaboration between educators across different district boundaries. In addition to the modules, the addition of 41 gifted intervention specialists in the Stark County ESC districts will help create a culture of improved instruction to gifted/high ability students and improved PD to teachers of gifted/high ability students. This will create a new and lasting emphasis in the districts on meeting the needs of gifted/high ability learners that does not presently exist.

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:

Stark Education Partnership; Teresa Purses, Ed. D., President; 400 Market Ave N, Suite B; Canton, OH 44702; Phone: 330-452-0829; email: septpurses@gmail.com; Stark Education Partnership Website: http://www.edpartner.org/

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.

By October of each year (the Grant implementation year and the five Sustainability years) the Stark Education Partnership will write an

evaluation report to be sent to the partner districts and the Ohio Department of Education. The baseline year (the implementation year) will contain data regarding the anticipated outcomes: Did the partnering districts, SCESC and program management team meet the anticipated outcomes? 1. Each Stark County ESC district will have at least one newly licensed gifted intervention specialist (GIS) by the end of FY17; 2. There will be at least 41 newly licensed GIS's across all the Stark County ESC districts by the end of FY17; 3. At least 1 additional teacher per GIS team will attend the High Impact Summer Institute in Summer 2017; 4. The creation of 8 online PD modules by our GIS team? RESEARCH QUESTIONS WILL BE: 1) By 6/30/17- Did participating districts implement an action plan to address the needs of high achieving students in all core classrooms? (evidence: district action plans and DLT/BLT/TBT notes indicating implementation actions) 2) During Sustainability Years 1 to 5, Did participating districts increase their Gifted Performance Index (PI) each year working toward attaining a Gifted PI of 117 by Year 5 (districts whose Gifted PI is already at 117 in Implementation Year will increase it by 0.3 points per year)? (evidence from the State Report Card) 3) Did each district improve one letter grade per year in the Gifted Progress component on the State Report Card so all districts earn an A by Year 4 (if grade is already an A, district will maintain?) (evidence from the State Report Card) 4) Did each district reduce the achievement gaps in any AMO subgroup that exist in Gifted Performance index working toward total elimination of such gaps by Year 4; (evidence from the State Report Card) (a difference in PI scores of 0.5 or less will be considered a zero gap). Note: In addition to each individual district's data, we will also compute the data for the total population across all districts for each of the measures each year. (evidence from the State Report Card) 5) Did at least 100 teachers complete 8 PD modules by the end of Year 3? (as evidenced in the PD log) 6) Did the PD modules become part of the PD in each district's Resident Educator Program? (as evidenced in the agendas for the Resident Educator training sessions) 7) Did 1 additional teacher per GIS team attend the High Impact Summer Institute increasing to 3 by FY FY2020? METHODOLOGY: For all of the research questions listed above, the data will be analyzed by the Stark Education Partnership Director for Research providing descriptive statistics including frequency tables and cross-tabs. Both quantitative and qualitative statistics will be used to identify emerging patterns and to determine the significance of the outcomes. SHARING LESSONS LEARNED: The annual evaluation report will be posted on ESC website. Presentations will be made during the six years of the grant at state, regional and local conferences as well as Straight A Grant recipients meetings.

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.

We believe that finding resources and funding to continually provide strong gifted instruction across the state of Ohio is a major concern for our school districts. Schools not involved in this grant will want to model our work, because through this grant we will improve our resources for gifted instruction and build a long term sustainable model. Through this grant we will be able to strengthen our gifted resources by training more of our educators to be gifted endorsed, but also by creating online modules that can be used in many different professional development settings. By building our resources this way, it truly allows this project to be scaled up, expanded and replicated easily. We would have the ability to show other interested districts or collaborative groups our work, because the work we have created will be housed online. The scaled-up and expanded process for us would be to create more impactful modules for our participating schools. The replication process would be for other collaborative groups or districts to create modules similar to ours, but with a focus towards the culture, and history of their students, so the other districts or collaborative groups' modules can be more relevant to the needs of their students and educators.

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).

A signed copy of the 2017 Straight A Fund Program Assurances document has been uploaded as part of this application. It has been signed by the following individuals: *Joe Chaddock, Stark County ESC Superintendent/CEO *James Carman, Stark County ESC Treasurer/CFO

Consortium

Stark County ESC (049825) - Stark 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
Brent	May	(330) 492-3500	mayb@plainlocal.org	Plain Local	049932	901 44th St NW, Canton, OH, 44709-1611	
Scott	Beatty	(330) 477-8121	scott.beatty@perrylocal.org	Perry Local	049924	4201 13th St SW, Massillon, OH, 44646-3447	
Todd	Boggs	(330) 488-1609	tboggs@wizard.sparcc.org	Osnaburg Local	049916	310 Browning Ct N, East Canton, OH, 44730-1248	
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Stephen	Milano	(330) 484-8010	steve.milano@cantonlocal.org	Canton Local	049833	4526 Ridge Ave SE, Canton, OH, 44707-1118	
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Michele	Shaffer	(330) 875-1666	shaffer@lepapps.org	Louisville City	049874	407 E Main St, Louisville, OH, 44641-1419	
Kevin	Tobin	(330) 877-9383	tobinkevin@lakelocal.org	Lake Local	049866	436 King Church Ave SW, Uniontown, OH, 44685-8220	
Chris	DiLoreto	(330) 830-8000	cad2jc@jackson.sparcc.org	Jackson Local	049858	7602 Fulton Dr NW, Massillon, OH, 44646-9393	
Broc	Bidlack	(330) 767-3577	bidlack_b@falcon.stark.k12.oh.us	Fairless Local	049841	11885 Navarre Rd SW, Navarre, OH, 44662-9485	
Cindy	Brown	(330) 878-5571	cindy.brown@strasburgtigers.org	Strasburg-Franklin Local	050294	140 N Bodmer Ave, Strasburg, OH, 44680-1122	
Rik	Goodright	(330) 830-3902	rgoodright@massillon.sparcc.org	Massillon City	044354	930 17th St NE, Massillon, OH, 44646-4853	
Jeff	Miller	(330) 896-7505	millerjeff@greenlocalschools.org	Green Local	050013	PO Box 218, Green, OH, 44232-0218	

Dan	Murphy	(330) 832-1591	daniel.murphy@rgdrage.org	Stark County Area	062026	2800 Richville Dr SE, Massillon, OH, 44646-9480	
James	Saxer	(330) 828-2267	dltn_jsaxer@tccsa.net	Dalton Local	050542	PO Box 514, Dalton, OH, 44618-0514	
Jeffrey	Talbert	(330) 821-2100	talbertje@alliancecityschools.org	Alliance City	043497	200 Glamorgan St, Alliance, OH, 44601-2946	
Jeff	Wendorf	330-497-5600	wendorfj@northcantonschools.org	North Canton City	044503	525 7th St NE, North Canton, OH, 44720-2012	

Partnerships

Stark County ESC (049825) - Stark 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**
Dr. Teresa	Purses	330-452-0829	septpurses@gmail.com	Stark Education Partnership		400 Market Avenue N., Suite B, Canton, Ohio, 44702	
Dack	Warner	(330) 445-2269	dack.warner@emai.sparcc.org	Stark/Portage Area Computer Consortium		2100 38th St. NW, , Canton, Ohio, 44709	
Dr. Moses	Rumano	330-471-8100	mrumano@malone.edu	Malone University	063800	2600 Cleveland Ave NW, Canton, OH, 44709-3308	

Implementation Team

Stark County ESC (049825) - Stark 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
Mike	Bayer	Curriculum Director, Stark County Educational Service Center	Mike will serve on the GEMM Project as the Stark ESC representative and the data collection and program effectiveness coordinator.	This is the third year that Mike has served as Curriculum Director for the Stark County Educational Service Center. Previously, Mike was a Mathematics Consultant for the ESC (13 years), Mathematics Specialist for Canton City Schools (five years), and a Junior High & High School Mathematics Teacher (19 years). In addition, Mike has been a Professional Development coordinator related to education, technology and mathematics and a Value-added Trainer. He is OTES credentialed and an Ashland University Adjunct Professor.	Through Mike's positions in the county and with the Stark ESC, he has gained a vast knowledge of the county's educational needs and the writing and management of grants. For example, Mike coordinated the county-wide program, "Science and Math on the Move (SAMM)" which provided STEM-related technology to K-12 teachers in Stark County and coordinated the $7.7 million National Science Foundation grant that was a professional development grant that partnered middle and high school math and science teachers with college professors. In addition, he collaborated on the $13.6 million Young Entrepreneurs Consortium grant through the Ohio Department of Education to promote dual enrollment opportunities for students and coordinated the dual enrollment programs for the 22 Stark County school districts with the five area colleges. These grant experiences make Mike the perfect choice for collecting grant data and leading the data evaluations of the project.	B.A. Math, Kent State University; M.A. Secondary Administration, University of Akron	0	

Dave	Pilati	Curriculum Consultant, Stark County Educational Service Center	Dave will serve on the GEMM Project as the liaison between the 41 teacher leaders who develop the online modules and the Stark-Portage Area Regional Computer Consortium (SPARCC), who will provide technical support in loading the modules into an online learning management system.	Dave is in his 24th year in education, having served nine years as a high school mathematics teacher in the Plain and Minerva school districts, one year as a district assessment consultant (Plain), six years as a high school asst. principal (plain), three years as the Director of Secondary Instruction (Plain), and four years as the Director of Curriculum (Plain). He is presently in his first year as a consultant with the Stark County ESC where he serves as the K-12 Math Consultant, Resident Educator Program Coordinator, Regional Data Lead, and OTES Coordinator. He also oversees College Credit Plus for the Stark County ESC districts (also oversees the implementation of the CCP Credentialing Grant that the Stark County ESC in conjunction with Kent State University Stark Campus received in December 2015), facilitates the lead teacher meetings for math teachers, PE teachers, and lead mentors. Additionally he co-coordinates and co-facilitates the Stark Co ESC Aspiring Principals and Practicing Principals Networks.	During Dave's years of teaching and his years as a high school assistant principal, he had the opportunity to teach and interact with gifted students and teachers working to meet the gifted students' needs. This year he worked as a Gifted Education ESC Consultant in Brown Local Schools. On the other hand, as an administrator in Stark County, Dave has had frequent and varied contact with the personnel in SPARCC (Stark Portage Area Regional Computer Consortium). This knowledge of gifted students and their needs combined with his knowledge of technology and available SPARCC resources will be invaluable as we guide the Teacher Leaders through the program and in the creation, posting, and use on the online modules. In addition, he has been a part of the writing and implementation teams of two large grants this school year.	B.A. Secondary Math Education, Bowling Green State Univ.; M.A. Secondary School Administration, Ashland University; Superintendent License	0	
Ryan	Rodocker	Curriculum	Ryan will assist	Ryan has eight	In Tuslaw, Ryan	B.S. Middle	0	

		Director/Technology Director, Tuslaw Local Schools	districts in the implementation of the created modules into the districts' professional development systems.	years of classroom experience as both a 6th and 4th grade teacher. During this time, he also served as a varsity football and baseball coach. As Curriculum and Technology Director in his district, Ryan assists the superintendent with all district test coordination, OPES, and eTPES requirements, hiring, and teacher contract negotiations. He also has directed all aspects (equipment, network, teacher training, student preparation, scheduling, TIDE) of the AIR Online Assessments for the entire district. He oversees the district's Resident Educator Program and acts as the Labor Management Committee Facilitator. His duties have also included managing student teacher placements, the local professional development committee, and guiding and supporting the K-12 teaching staff's transition to the Ohio's New Learning Standards.	manages technology and curriculum budgets and fulfills all the requirements for Federal grants including Title I, Title IIA, and Race to the Top. In addition, Ryan has facilitated and directed all District Leadership Team meetings. Ryan's unique positions as Curriculum Director and Technology Director with these multiple district responsibilities will be invaluable as we assist districts in the potential use of the online modules created by the teacher leaders for district- and building-leadership team meetings and in teacher-based team meetings as part of the Ohio Improvement Process.	Childhood Education, BGSU; M. Ed Education Administration, Ashland University; PreK-9 Principal License		
Monica	Shadle	Gifted Coordinator, Louisville City Schools	Monica will serve on the GEMM Project as the module project content director.	Monica taught as a Gifted Intervention Specialist for eight years in the Fairless Local district. For the past nine years, Monica has served as Coordinator of Gifted Services in the Louisville City School District. As coordinator,	As the gifted coordinator in a district, among other duties, Monica has had to prepare professional development opportunities for district employees to help gain a better understanding of gifted students and the best practices in	M. Ed., Curric/Instruction, Talent Development Education, Ashland Univ; B.S. in Elem Education; Associate of Science, Kent State Univ.	0	

				Monica ensures the school district is in compliance with the Ohio Department of Education mandates including state reporting, service options, written education plan, district identification plan, acceleration plan; develops a continuum of gifted service for students, completes the process of assessing students, notifying parents of results, and placing students in service settings for the gifted identification process; and is the district Advanced Placement Coordinator.	servicing them. Some of the professional development topics have included differentiation, learning styles, gifted characteristics and social emotional needs of gifted students. Having served as a teacher of gifted students and a gifted coordinator, Monica understands the needs of the classroom teacher in educating gifted students and can help guide the direction module topic design and creation.			
Joy	Sama	Director, Gifted and Talented Education & Administrative Support, Lake Local Schools; Gifted Consultant, Tuslaw Local Schools.	Joy will serve on the GEMM team as the Practicum instructor and module advisor.	During her professional career, Joy has taught all high school level math classes (except AP calculus) and began her administrative career as both an Associate and Assistant Principal at Lake High School. More recently she has served as Director Gifted/Talented and Digital Learning in Lake Local, Gifted Consultant for Alliance and Tuslaw Schools, and Technology support for Northwest Schools. She has been a National Baldrige Examiner for the United States Department of Commerce, participated in Technology Standards working group and the NRL	In her experiences as teacher, principal, gifted coordinator, and technology support, Joy has acquired the skills and knowledge that are necessary to help this grant be successful. She is an adjunct instructor for Marion Technical College, Walsh University, and Malone University, and has created and taught a variety of technology, instructional resource, and gifted classes. She has also created successful digital learning programs in multiple districts, has provided professional development in blended learning to two additional districts, and has created online courses in the Brainhoney, Schoology, and	B.S. Mathematics & Mathematics with Computer Science, Walsh University; M. Ed, Ashland University; Gifted Endorsement, Kent State Univ.	0	

				Diverse Learners group for ODE, and the select Content Advisory Committee, AIR Assessment for grade 7 math.	Moodle platforms. Additionally, Joy has secured a $3,000 grant from the Martha Holden Jennings Foundation for the "Enhancing Student Success Program" at Lake High School and delivered professional development in GradeCam, Pinnacle, and TestingWerks software programs to teachers, guidance counselors, and administrators in grades K - 12. Joy has also revitalized and redesigned after school and summer intervention programming in grades K - 8, creating an engaging, results-driven, fiscally responsible product and has created an after school Spanish Enrichment program in grades K - 5, allowing for instruction for over 40 students at no cost to the district. These experiences make Joy the perfect lead to work with the teacher leaders s as they design and create their online professional development modules.			
Diane	Oplinger	Gifted Consultant, Green Local, Sandy Valley Local, & Canton Local Schools. Gifted Consultant Coordinator, Stark County Educational Service Center	Diane will serve as the grant Program Manager responsible for the oversight of all grant program and fiscal activities	Diane taught for 20 years (grades 3-7) in Springfield Local Schools before becoming a Gifted Coordinator in Akron Public Schools for two years. She then moved to North Canton City Schools and served as Gifted Coordinator and Instructional Specialist for 13 years. For the last three years she	During her 18 years as a gifted coordinator and university adjunct professor with Kent State, Ashland, and Malone Universities, Diane has provided many hours of professional development and college classes for teachers about gifted students and gifted teaching strategies. While an ESC Gifted Consultant for	B.S. Elementary Education, University of Akron; MA in Curriculum & Instruction, Ashland University; Gifted Endorsement, Ashland Unive rsity	5	

				has worked as a gifted consultant with Summit (one year) and Stark County ESCs (three years) in Barberton, Stow-Munroe Falls, Canton Local, Sandy Valley, and Green Local Schools. She currently coordinates the gifted consultants at the Stark County ESC and plans quarterly lead teacher meeting for all county gifted teachers and coordinators.	Barberton and Stow-Munroe Falls City Schools, she conducted "gifted audits" which brought to light the teachers' need and desire for quality professional development in providing services for gifted students. Her current position in managing county gifted consultants and providing services to three districts has provided her with the experience in managing programs and teacher training. She also organizes and presents at quarterly lead teacher meetings for county gifted teachers and coordinators. She has written, been awarded, and managed Martha Holden Jennings grants in both Akron and North Canton. This combined experience will be invaluable in the management of this grant.			