

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200035

Grants.gov Tracking#: GRANT13154753

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200035

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Ohio Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>

d. Address:

* Street1:	<input type="text" value="25 South Front Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Columbus"/>
County/Parish:	<input type="text" value="Franklin"/>
* State:	<input type="text" value="OH: Ohio"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="43215-4183"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="David"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bowlin"/>	
Suffix: <input type="text" value="Ed.D"/>	
Title: <input type="text" value="Director of Field Service"/>	

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="[REDACTED]"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="[REDACTED]"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Ohio's Application for Education Stabilization Fund - Rethink K-12 Education Models - RemotEDx

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

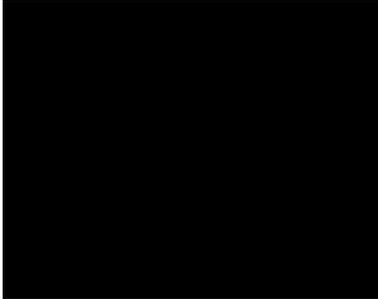
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Ohio Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	15,624.00	15,624.00	15,624.00			46,872.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	2,000.00	2,000.00	2,000.00			6,000.00
6. Contractual	6,234,000.00	5,769,000.00	5,194,000.00			17,197,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200035

Name of Institution/Organization Ohio Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Ohio Department of Education

* Street 1: 25 South Front Street Street 2: _____

* City: Columbus State: OH: Ohio Zip: 43215-4183

Congressional District, if known: OH-003

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Education Stabilization Fund
	CFDA Number, if applicable: 84.425

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Tiffany Davis

* Name: Prefix Mr. * First Name Paolo Middle Name _____

* Last Name DeMaria Suffix _____

Title: Superintendent of Public Education Telephone No.: 877-644-6338 Date: 06/29/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Ohio Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Paolo Middle Name:
* Last Name: DeMaria	Suffix:
* Title: Superintendent of Public Instruction	
* SIGNATURE: Tiffany Davis	* DATE: 06/29/2020

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Mr.	First Name: David	Middle Name:	Last Name: Bowlin	Suffix: Ed. D
----------------	----------------------	--------------	----------------------	------------------

Address:

Street1:	25 S Front St
Street2:	
City:	Columbus
County:	Ohio
State:	OH: Ohio
Zip Code:	43215-4183
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
1-614-254-3052	

Email Address:
David.Bowlin@education.ohio.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

PROJECT ABSTRACT: OHIO'S *RemotEDx* PLATFORM

Ohio's innovative spirit and "roll-up-its-sleeves" attitude toward solving complex challenges is interwoven into the fabric of the State. So, when COVID-19 came in as a sledgehammer, imposing an incredible burden to State's citizens, Ohioans stepped up. It is with this backdrop that Ohio responds to *Absolute Priority 3* of the *ESF-REM Discretionary Grants Program*. **Ohio's project goal: To coordinate, integrate, replicate and scale Ohio's innovative field-initiated student learning and remote education exemplars to significantly increase student access to transformative remote caring, teaching and learning opportunities; promote the continuity and fluency of learning; improve student outcomes and close the State's equity gap.**

Ohio requests \$ [REDACTED] over 36 months to execute its five-point plan: 1) Launch *RemotEDx*, an organized marketplace that connects educators and schools to innovative field-initiated student learning and remote education exemplars to exchange ideas, integrate concepts and transform remote education offerings; 2) Establish a companion *RemotEDx Network and Coordinating Council* to inform policies and practices and enhance partnerships; 3) Deploy a *RemotEDx Support Squad* to facilitate model selection and implementation and assist with job-embedded professional learning in support of remote education; 4) Deploy *RemotEDx Connectivity Crusaders* who help schools meet technology and internet needs of students; and 5) Establish formal feedback loops so *RemotEDx* drives improvement across Ohio's education community. **Partners** include INFOhio, Educational Service Centers, Information Technology Centers, Ohio Distance Learning Association, Ohio STEM Learning Network, Ohio PTA, Teaching Institute for Excellence in STEM and Ohio's internet-based schools. Possible examples of **innovative field-initiated student learning exemplars** include Remote Learning Alliance, StartSole and Bonds of Union.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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OHIO'S HIGH CORONAVIRUS BURDEN

(Selection Criteria A (2); Application Requirement (3))

The coronavirus pandemic has taken a significant toll on the State of Ohio as 46,000 Ohioans have contracted the virus and nearly 3,000 Ohioans have lost their lives. Ohio adopted a “Stay at Home” order in mid-March and closed all school buildings to slow the infection rate.

While the State's coronavirus burden, based on the factors used by the U.S. Department of Education, appears relatively low at the 41st to 60th percentile (*Selection Criteria (A)(1)*), a troubling scenario lies beneath the surface.

To understand the significance of the impact of COVID-19 on Ohio's students, parents and schools, one also must understand the underlying conditions that have been exacerbated by the pandemic (*Selection Criteria (A)(2)*).

MAGNIFIED IMPACT ON URBAN SETTINGS

The impact of COVID-19 has been magnified in Ohio's urban centers where social and economic hardships increase the risk of suffering from COVID-19.

- Five of Ohio's 88 counties,¹ those containing Ohio's five largest cities, account for roughly half of all COVID-19 cases in Ohio.
- Ohio's minority populations are concentrated in urban areas, placing these individuals at a heightened risk for COVID-19. As of May 20, 2020, Black Ohioans, who comprise 14% of Ohio's overall population, made up 25% of COVID-19 cases. Latinos, who comprise 3.9% of Ohio's population, made up 6% of COVID-19 cases.²

SOCIAL AND ECONOMIC HARDSHIPS EXACERBATED BY COVID-19

Ohio's high coronavirus burden is readily apparent when viewed through the lens of the State's significant social and economic hardships. Prior to COVID-19, these stressors were

already affecting the lives of many students across the State.

Health: Prior to COVID-19, Ohio's population faced massive challenges related to health and wellbeing. The pandemic only exacerbated those challenges.

- **Opioid crisis** - In 2018, Ohio had the 4th highest number of overdose deaths of any state (3,980 deaths) and had the 5th highest drug overdose rate at 36 deaths per 100,000 people.³
- **Infant mortality** - In 2018, Ohio was tied with Tennessee for the 9th highest infant mortality rate at 7 deaths per 1,000 live births.⁴ As of 2017, Ohio had the 2nd highest infant mortality rate at 14.5 per 1,000 live births among non-Hispanic Black persons.⁵
- **Mental health** – In 2019, one-quarter (25.1%) of Ohio's school-age Medicaid population had been diagnosed with a primary behavioral health or mental health challenge.

Unemployment: COVID-19's effect on Ohio's economy has been staggering, resulting in unprecedented levels of unemployment. In the five urban counties noted above, increases in unemployment claims since March range from a *low* of over 400% to a high of more than 1,200% over claims from 2019.⁶

- In the final week of April 2020, nearly a million Ohioans filed unemployment claims; (a 1,500% increase over April 2019 and the 6th worst unemployment rate of any state at 16.8%).^{7, 8}
- Ohio's economy relies on industries that were hard-hit by COVID-19. Jobs in the construction and service industries, for example, saw a 13-percentage point drop between 2019 and the first quarter of 2020.⁹
- Ohio's unemployment rate continues to rise faster than other states. From April 2019 to April 2020, Ohio had the 8th highest unemployment increase (12.7 percentage points).

Natural Disaster: Even the weather conspired to compound the effects of COVID-19 on Ohioans. On March 20, in two central and southern Ohio counties, a period of intense flooding resulted in mass evacuations by SWAT teams. Waters rising to six feet deep in some areas resulted in families having to shelter together amid confirmed COVID-19 community spread.¹⁰

Children in Need: Ohio's unemployment and health challenges contribute to increased poverty and other adverse childhood experiences (ACE). Census estimates indicate that 17.4% of Ohio children aged 5-17 live in poverty. Among school-age children, Ohio has the 8th highest rate (39.1%) of Black children living in poverty.¹¹

- **Medicaid enrollment** serves as an alternative measure of poverty. Half of Ohio's school-age children (48.7%) are Medicaid enrolled. Between February 2020 and May 2020, Medicaid enrollment increased by 6%, a rate *20 times* greater than the period from December 2019 to February 2020. More than 160,000 Ohioans enrolled in Medicaid in that period, with children ages 5-18 making up one-quarter of new enrollees.
- As of May 2020, nearly one-quarter (24.2%) of Ohio's public-school students were in families that received Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits. Nearly half (46.6%) of Ohio's non-Hispanic Black students received these supports.¹²
- On March 12, 2020, Ohio became one of the first states to announce a statewide K-12 school-building closure, affecting 1.7 million students – 77% of whom are at-risk in a remote learning environment, either because they are vulnerable youth (i.e., students with disabilities, English learners, migrant, homeless, justice involved, foster care, military), or because they have limited internet connectivity.
- Data from the American Community Survey (ACS 2018) indicates that 11.8% of Ohioans are

without broadband access; however, district specific estimates reveal wide disparities in access. As many as 18.8% of children in high-poverty districts and 19.5% of children in Ohio's rural districts have no broadband access.¹³

- In an Ohio Department of Education issued statewide survey to understand challenges schools faced in remote learning in spring 2020, over half indicated that providing services to special student populations was among the top three challenges. For example:
 - Educators struggled to provide Ohio's students with disabilities (16% of students) services close to the manner prescribed in their individualized education programs.
 - Since 2009, the percentage of Ohio's preK-12 students experiencing homelessness has *tripled*. Before COVID-19, Ohio had more than 25,000 homeless students. In spring 2020, Ohio educators cited concerns about staying in contact with homeless and mobile students, as well as concerns about those students' safety and wellbeing.
 - Almost 20,000 Ohio students are in foster care and more than 15% of students in Ohio's largest urban districts change districts at least once during the school year. These students often require educational and whole child supports that are challenging to deliver in a remote environment. Additionally, it is more difficult to assess safety and detect signs of child abuse and neglect in remote learning environments. Since March 2020, reports of child abuse and neglect declined by nearly 50% in Ohio.

OHIO'S ASSETS AND COLLABORATIVE EFFORTS TO SUPPORT STUDENTS

(Application Requirement (4)(a))

Ohio and its schools responded to the pandemic by taking swift action to address the increased needs of students and families.

Addressing Needs Through LEAs: At the time of the school-building closure, the Ohio

Department of Education worked aggressively to support LEAs by issuing more than 25 information documents on the entire range of *caring* student supports, including child nutrition, student safety and supports for vulnerable youth. Ohio issued a *Remote Learning Resource Guide* with information on remote education efforts and instructional supports. The State enacted legislation supporting schools' continued operation. Federal CARES Act funds allowed districts to cover additional costs incurred in meeting student's needs. The State also worked with its philanthropic community to establish the "Collaborative Fund for Educating Remotely and Transforming Ohio's Schools." Through his public-private initiative, which will be coordinated with *RemotEDx*, the State will use CARES Act funds to match private support to help schools implement remote education.

Parent and Student Supports: Ohio's efforts focused on supporting the needs of students and families including a massive, coordinated effort to continue food services. The State took advantage of federal waivers to expand service, allow multiple modes of food delivery and send Electronic Benefits Transfer (EBT) cards to families. Additionally, upon noticing a decline in referrals to local Children's Services Agencies, Ohio issued guidance for educators and volunteers to assist in identifying potential instances of child abuse and neglect.

Collaboration with State Agency Partners: Ohio's efforts were aided by strong relationships among State agencies, for example:

- The *Ohio Department of Job and Family Services* supported pandemic-level child-care and pre-school services for essential health workers and efforts to increase students' access to food services.
- The *Ohio Department of Mental Health* coordinated guidance on supporting students' behavioral and mental health, as well as direction on building community partnerships.

- The *Ohio Department of Health* kept schools apprised of COVID-19 developments and necessary health precautions.
- The State's *Emergency Operations Center* facilitated the sharing of resources and services. For example, Ohio's Career Technical Education Centers donated thousands of boxes of personal protective equipment to the State's health care providers.

Ohio also leveraged partnerships with stakeholders including the Ohio Educational Service Center Association and the Management Council of Ohio Education Computer Network (MCOECN). As a result, internet and cell-phone providers made available no- and low-cost service for students who were without access, and many schools received donations of iPads and other devices, which they distributed to families in need.

BARRIERS FACED BY THE STATE

(Application Requirement (4)(b))

Ohio faces many barriers to meeting the needs of its students, including the magnified impact of COVID-19 in urban settings and for vulnerable populations; pre-existing social and economic hardships exacerbated by COVID-19; and persistent health issues. Behind each of these barriers are the broad truths that COVID-19 exacerbated long-standing equity issues *and* Ohio's schools were (and still are) at varying points of readiness for successfully planning and implementing high-quality remote caring, teaching and learning.

QUALITY OF PROJECT SERVICES AND PROJECT PLAN

(Selection Criteria B)

Ohio is excited to introduce its ***RemotEDx Platform***, an exchange, network and suite of innovative field-initiated student learning and remote education exemplars and supports, which seeks to provide more students with high-quality remote education opportunities that are personalized to meet their individual needs. Ohio's *RemotEDx* project responds to *Absolute*

Priority 3—Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes. The State's proposal has been systematically co-designed by a cross-sector team (*See Attachment A for a full listing*) focused on meeting the educational needs of at-risk students. At-risk students¹⁴ comprise 77% of Ohio's student population - a population (*see Ohio's High Coronavirus Burden*) that was significantly affected by COVID-19 and stands to benefit most from the coordination, integration, replication and scaling of innovative field-initiated student learning and remote education exemplars. In the near term, *RemotEDx* will transform remote *caring*, teaching and learning opportunities for students. In the long term, it will help reengineer broader education delivery.

This project intentionally uses the term **remote education**, and defines it as approaches for delivering *caring*, teaching and learning opportunities seamlessly to students outside of a school building. [*Each Child, Our Future*](#), Ohio's five-year strategic plan for education (adopted in June 2018), uses the term *caring* to describe how parents, caregivers and community members work together to meet the needs of the whole child, including physical, social, emotional and intellectual needs. The State's strategic plan defines "whole child supports" as actions taken to ensure that each child, in each school, in each community, is healthy, safe, engaged, supported and challenged. Use of the word *caring* as a component of **remote education** emphasizes the importance of whole child supports, especially when it comes to serving the State's most at-risk students. This project is anchored to Ohio's strategic plan, which also articulates a statewide vision and goal for student success and prioritizes **equity** in education.

RemotEDx seizes a rare opportunity to re-imagine education based on disruptions resulting from COVID-19. During the pandemic, Ohio's leading policymakers, educators, businesses, philanthropists and parents discussed pursuing a new direction—*not* one that seeks to

return to the “normal” that existed prior to coronavirus, but rather, a re-imagined direction informed by lessons learned after three months of unplanned statewide remote learning. Ohio’s pre-pandemic “normal” perpetuated equity issues, which have been evident since the State started disaggregating student performance data (if not before). This is an opportunity to use remote education as a catalyst for transformation—*not* as a short-term fix for a school-building closure or to promote a series of standalone online courses that are injected into a traditional approach.

The time is right for Ohio to begin reengineering its education model so that learning can become the constant and time and place can become the variables. In this way *each* student can engage and learn physically in the classroom one day, and seamlessly at home or in the workplace or laboratory the next day. It would allow educators to confidently and fluently shift from one teaching mode to another because of high-quality training and the interoperability of systems and tools. Finally, it would provide *each* student the benefit of caring adults who offer an array of supports—from behavioral, mental and physical healthcare to career counseling—either in person or virtually. Ohio’s new direction strives to be multifaceted and multilayered.

RemotEDx also comes on the heels of Ohio’s recently enacted legislation (H.B. 164), which permits each school and district to adopt a plan to provide instruction using a remote education model for the 2020-2021 school year. Each plan must include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction

will be ensured; (6) A description of the professional development activities that will be offered to teachers. Supporting these plans is a key objective of Ohio's proposed project.

PROJECT APPROACH

(Selection Criteria (B)(1) & Application Requirement (1))

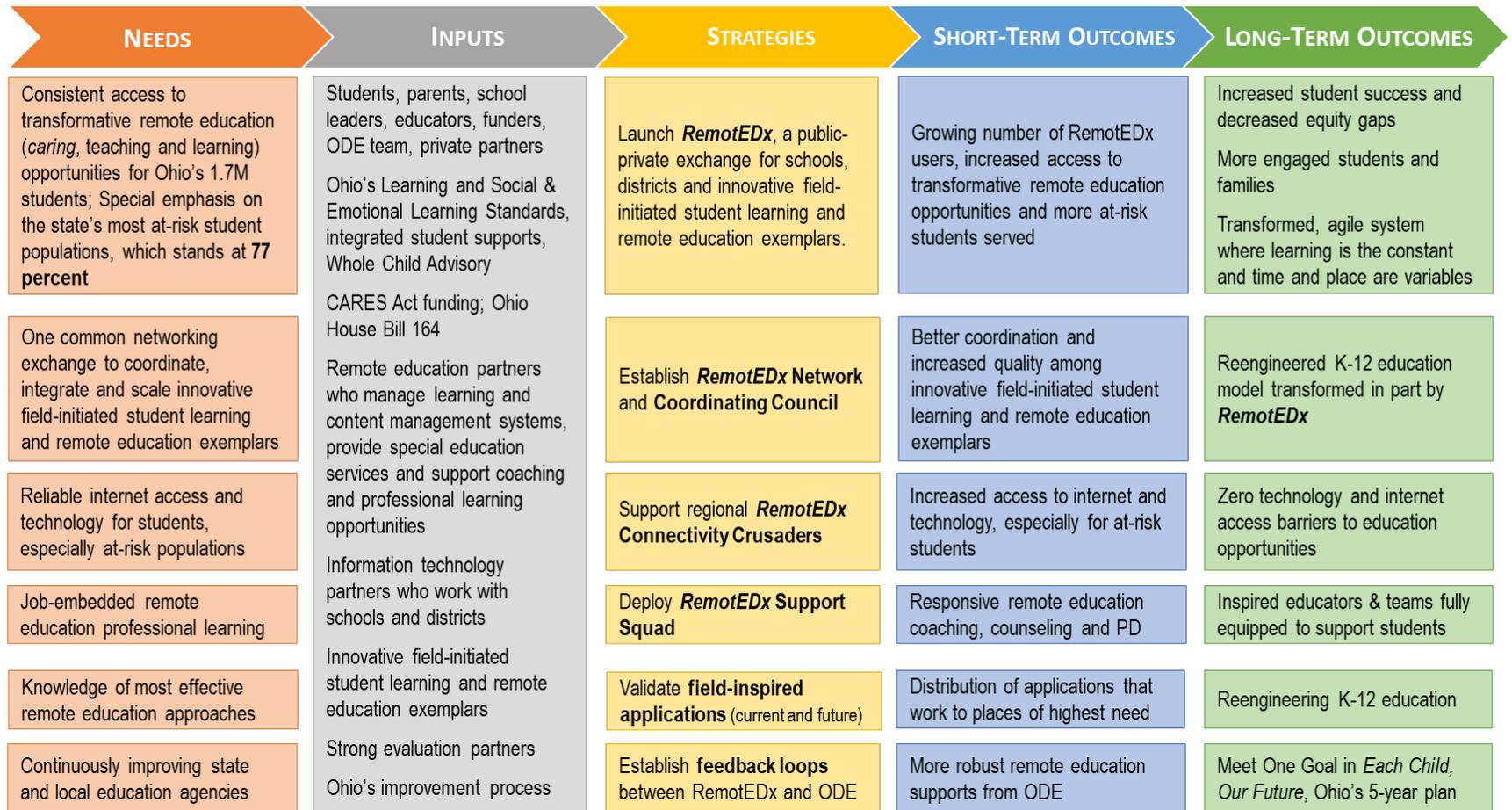
Ohio's goal for **RemotEDx: To coordinate, integrate, replicate and scale innovative Ohio's field-initiated student learning and remote education exemplars to significantly increase student access to transformative remote education opportunities; promote the continuity and fluency of learning; improve student outcomes and close the State's equity gap.**

The function of *RemotEDx* is to serve as a learning exchange and network platform for innovative field-initiated student learning and remote education exemplars that meet a set of rigorous quality criteria. The notion is simple: gather Ohio's exemplars and organize, coordinate and integrate them to achieve highly effective approaches to remote education for Ohio's most at-risk students. By working together, learning from each other, sharing expertise and co-designing a coherent direction, Ohio's innovative field-initiated student learning and remote education exemplars can achieve greater impact, serve more students and, over time, transform Ohio's education system.

Ohio's logic model (*Figure 1*) identifies the needs and inputs used to help inform the design of *RemotEDx*. These needs are explained in greater detail in *Ohio's High Coronavirus Burden* and below. The inputs represent the assets and partners Ohio will leverage to operationalize *RemotEDx*. The strategies are the component parts of the *RemotEDx* Platform and are explained in greater detail below. The short-term outcomes describe the results Ohio expects to realize one year after initiating the project. The long-term outcomes speak to transformative changes the State expects to experience after three years.

Figure 1

OHIO’S LOGIC MODEL FOR RETHINKING K-12 EDUCATION



PROJECT STRATEGIES

To achieve its goal and improve remote education opportunities for Ohio's most at-risk students, the full *RemotEDx* Platform offers the following component parts and integrated strategies described below. *(Note that the implementation plan and timeline for key grant activities and the plan for how Ohio will assess the number of students served is described in the Management Plan section (Selection Criteria (C) beginning at page 22.)*

1. **RemoteEDx Exchange:** The *RemotEDx* Exchange (the Exchange) is where schools and educators go to connect with selected field-initiated student learning and remote education exemplars and providers. Exemplars and providers are admitted into the exchange after meeting a set of rigorous criteria that ensures a high-quality and transformational approach to remote education. The Exchange imprimatur signals a high-level of program integration and quality. Ohio's schools can select from among the exemplars from the Exchange and will benefit from implementation and technical supports offered through the *RemotEDx*. Priority access and support will be granted to schools and districts that have the greatest remote education needs or serve the highest percentage of at-risk students. The Exchange will be managed by INFOhio *(see brief description in narrative below and a more detailed description in the Attachment B)* in partnership with the Ohio Department of Education.
2. **RemotEDx Network and Learning Academy:** Users of *RemotEDx* will be invited to become members of a peer-to-peer learning Network (the Network). The purpose of the Network is to inform policy and practice, create consistency and share new knowledge and best practices across exemplars, partners, schools and experts who share the goal of integrating remote education models and replicating and scaling them for impact. The

Network will be managed collectively by the Support Squad described below. The Support Squad and Network will also host webinars and regular “hang outs” designed explicitly to support successful integration of remote education strategies and approaches into the educational experience of schools and districts. Additionally, the *RemotEDx* Learning Academy will be an annual sharing and learning opportunity for Network members and others focused on improving access to and success of remote education.

3. **RemotEDx Connectivity Crusaders:** This dedicated team of individuals will be empowered to remove barriers that get in the way of internet connectivity. During Ohio's school-building closure, Ohio's individual schools deployed a wide range of strategies to address connectivity deficiencies. These included the purchase of hot-spots, installation of service by internet providers and cable companies through school districts or directly to families, the use of school buses as hot spots and schools that pointed routers and network extenders to parking lots to enable student use outside the school building. The regionally deployed Crusaders will be charged with aggressively support schools and districts in closing the connectivity gap. They will accomplish this by connecting to broader State efforts and, in some cases, interfacing with internet, cable and cell phone providers.
4. **RemotEDx Support Squad:** The Support Squad will include a concierge team dedicated to matching schools to field-initiated student learning and remote education exemplars and vice versa. The concierge greets the school upon arrival into the Exchange and helps manage the experience. Once schools begin to implement field-initiated student learning and remote education exemplars, they will receive deeper technical assistance from the Support Squad. The Squad will help in the identification, selection, integration and

implementation of high-quality remote education strategies across the State. Each Support Squad member will be trained to have a deep understanding of the quality remote education tools and field-initiated exemplars that are part of the Exchange. They also will be well versed in options that work in different settings and that meet differing needs.

5. **RemotEDx Coordinating Council:** The *RemotEDx* Platform will be guided by the Coordinating (the Council). The Council will consist of representatives from the Ohio Department of Education, INFOhio, ESCs, ITCs and the Remote Learning Alliance, along with representatives from innovative field-initiated student learning exemplars and remote education models that are a part of *RemotEDx*. It also will include the “voice of parents,” organized by the Ohio PTA, and a subcommittee representing the “voice of students.” Connectivity Crusaders and Support Squad representatives will be linked informally to the Council to ensure coherence. The Council will be the guardian of quality for the Exchange and will promote integrated models and eschew off-the-shelf models. It will be staffed and facilitated by a recognized education organization that will cross coordinate with the Ohio Department of Education and INFOhio. See a fuller description of the Council’s composition and responsibilities in the *Management Plan* section of this proposal.
6. **Promising Models and Feedback Loops:** Through this project, Ohio is committed to generating and receiving feedback and analyzing which innovative field-initiated student learning and remote education exemplars are achieving the most significant student outcomes. The Ohio Department of Education will also establish formal feedback loops that connect it to *RemotEDx* to inform its work and drive continuous improvement and broader transformation.

REMOTE EDUCATION SUPPORT PARTNERS

Following are Ohio's existing remote education support partners, which each serve an important purpose in Ohio's remote education ecosystem. These entities will play a role in the *RemotEDx* Platform. Ohio's students, particularly its most at-risk, will benefit from increased *RemotEDx*-driven statewide coordination, coherence and expansion.

- **INFOhio:** INFOhio is a program of The Management Council of the Ohio Educational Computer Network that curates and licenses quality, standards-aligned digital curriculum materials and instructional resources to support remote, blended and hybrid teaching and learning. It curates and licenses standards-aligned digital content; builds and supports online learning platforms; delivers technical and instructional support; and provides professional development opportunities. INFOhio works with content providers and ITCs to establish and enable authentication methods that ensure anytime access from any Internet-connected device in the classroom, at home, or on the go.
- **Educational Service Centers (ESCs):** Ohio has 51 regional ESCs whose primary services include curriculum and instructional support and development, school improvement, professional development, special education services [including a statutory partnership with the Ohio Center for Autism and Low Incidence (OCALI)], preschool support and the implementation of statewide mandated initiatives. All 51 ESCs currently provide remote learning professional development to educators; 89% of the ESCs provide teletherapy for students; 57% provide online instruction specially designed for students with disabilities; and 47% provide a full online curriculum option for client schools.
- **Remote Learning Alliance:** Newly developed, the Remote Learning Alliance (RLA) is a group of educational organizations committed to helping make the transition to remote

learning as easy and robust as possible for Ohio educators. It helps schools, educators and students operationalize remote and/or blended learning education plans; serves as a hub for school districts to scale learning opportunities, resource sharing and supports; partners with remote learning experts and platforms to help support schools; and connects students to broadband and technology devices for remote learning. It also offers professional development and training to schools and districts.

- **Information Technology Centers (ITCs) and the Management Council of the Ohio Education Computer Network:** The Ohio Education Computer Network is comprised of 18 ITCs that focus on technology infrastructure, data collection and supporting schools with administrative and educational technologies. ITCs are coordinated by the Management Council. ITCs provide fiscal services, student information system supports, digital resources, internet connectivity and data collection to over 600 school districts. ITCs often leverage INFOhio's digital resources and training; ESC's curriculum and instructional expertise; and vendors' academic content to provide technology devices, internet services and remote learning resources to at-risk students.
- **Ohio Distance Learning Association:** The Ohio Distance Learning Association (ODLA) promotes and fosters partnerships among schools and affiliates to effectively use distance learning. ODLA members have created exceptional programs such as daily classes that expand opportunities in K-12 schools, including college credit and relevant professional development and outreach activities for schools and educators. In response to Ohio's ordered-school building closure, ODLA expanded its live, two-way videoconferencing medium to enable school districts to maintain or expand virtual courses and provide remedial and advanced opportunities to students. Its expanded

videoconferencing initiatives include virtual after-school programs to support at-risk students who are ill or who cannot fully participate in remote learning.

PROSPECTIVE INNOVATIVE FIELD-INITIATED STUDENT LEARNING EXEMPLARS & PARTNERS

Following are prospective innovative field-initiated student learning exemplars and partners that will likely engage interact with *RemotEDx*. These examples demonstrate a unique approach to providing to supporting remote education through a comprehensive delivery method coupled with an integrated approach.

- **Ohio STEM Learning Network:** The Ohio STEM Learning Network manages a series of regional STEM hubs and STEM schools that offer integrated STEM education opportunities for students—leveraging a virtual platform approach. The network helps schools and communities create innovative STEM schools and programs; connects innovative schools, teachers and administrators to one another and to State and national resources; and manages the statewide STEM schools designation process.
- **StartSOLE (Self Organized Learning Environments):** StartSOLE began by creating a technology platform for teachers to seamlessly integrate problem-based learning (PBL) and inquiry into their existing classrooms. One-third of Ohio's teachers now use StartSOLE, reaching more than 100,000 students. StartSOLE is a platform that delivers complex process technologies directly to students by enabling the facilitation aspects to be integrated into the classroom or virtual experience. Participating teachers are connected to a larger community that offers immediate value (such as automated lesson plans) and it is free of charge. When Ohio's ordered school-building closure was announced, StartSOLE quickly designed and launched a virtual version of its application.

- **Teaching Institute for Excellence in STEM (TIES):** TIES provides school design and re-design services; offers education leadership coaching and professional development for educators; and addresses equity, health, safety and remote learning issues. TIES also delivers a range of professional development services for formal and informal educators. Using the power of STEM to drive social mobility and equity, TIES also supports under-represented students by creating connected and workforce-aligned opportunities.
- **Bonds of Union:** Bonds of Union, along with its current pilot initiative known as Ascend, aims to transform the delivery of instruction and improve academic and social-emotional outcomes for the lowest performing students in urban school settings. In the 2019-2020 school year, Ascend served students in grades 4-6 at Bond Hill Academy Elementary School. Over the course of one school year, 100% of students in Ascend's 4th grade cohort went from scoring in the bottom two tiers in math ("limited" and "basic") to achieving grade-level proficiency on State standardized testing—as compared to only 50% of non-Ascend students who started in the same low-scoring group. Ascend is the first initiative of its kind to deliver individualized, 1:1 mathematics and social-emotional learning curriculum that is specifically tailored to meet the needs of low-performing students through immersive, remote learning stations within the school building and community-based institutions.

More detailed information about each of these innovative field-initiated projects can be found in *Attachment B* of this proposal.

ADDRESSING GAPS AND WEAKNESSES

(Selection Criteria (B)(2); Application Requirement (2))

Ohio's proposal for *RemotEDx* is designed to respond to the needs of students and address gaps and weaknesses in services, infrastructure and opportunities. The first identified

need in Ohio's logic model: Consistent access to transformative remote education opportunities for Ohio's students, especially its most at-risk populations. Such remote education opportunities are reliant upon the following, also identified in Ohio's logic model: 1) a state-level approach that better coordinates remote education partners, special education services, professional learning providers, information technology partners and innovative field-initiated student learning exemplars; 2) reliable internet access and technology, especially for at-risk populations; and 3) increased approaches to remote education coaching, counseling and professional learning, with a special emphasis on supporting at-risk students.

RemotEDx has been designed to respond to leverage the State's assets to respond to weaknesses—especially regarding infrastructure and service. Ohio's approach to remote learning has been highly distributed – that is, each school and district, and in some cases, regional groups of districts, have identified, developed and deployed remote learning capabilities that suit their particular needs. The pandemic made it clear that more statewide coordination through development of a thoughtful platform is necessary to coordinate, integrate and replicate opportunities. *RemotEDx* will drive the development of a state-level infrastructure that builds on existing assets and efforts.

Consistent internet and technology-related services also have been challenging. Within one week of Governor Mike DeWine's ordered-school building closure on March 17, over 75 percent of Ohio's schools were providing remote learning opportunities to their students. By mid-April, all schools had shifted completely to remote learning. At around that same time, the Ohio Department of Education issued a survey to all schools to better understand Ohio's remote learning landscape. The survey (99% response rate) revealed schools were challenged to ensure students had access to internet and technology hardware and appropriate remote learning options

for special student populations. Table 1 lists schools’ top challenges to remote learning (each respondent was asked to identify their top three challenges).

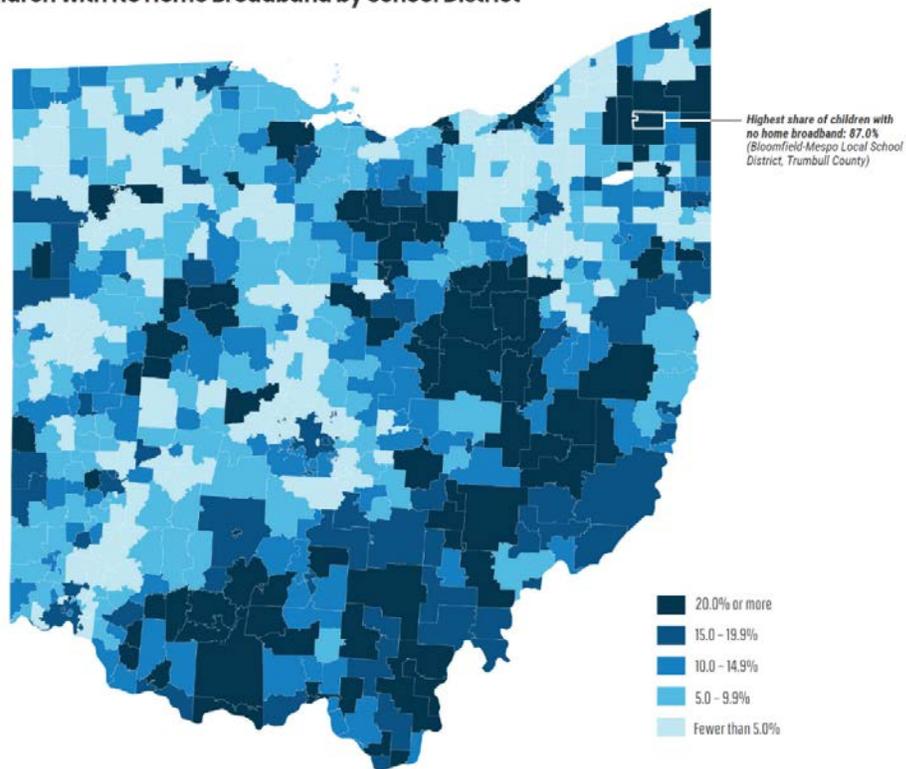
Table 1: % of schools identifying challenges to remote learning (as one of their top three challenges)

Student access to the internet	69%
Student access to hardware (laptop, tablet, etc.)	54%
Identifying appropriate learning options for special student populations	51%
Staff capacity to implement remote learning	26%
Assessing student access to remote learning	22%
Understanding frequency of teacher connection/interaction with students	20%
Knowledge of effective remote learning strategies	18%

Findings from a study conducted by Ohio Housing Finance Agency in May 2020 offer a close look at the prevalence of limited internet access across the State. It found that one in nine children live in a home with no access to broadband or high-speed internet. Figure 2 includes a district-by-district look. Ohio’s Appalachian (Southeast), rural and urban centers are hit hardest.

Figure 2

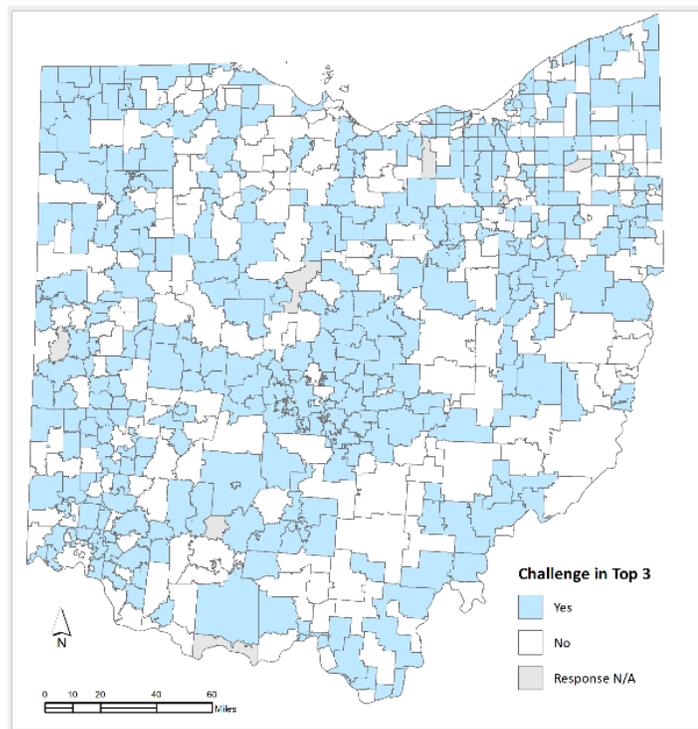
Share of Children with No Home Broadband by School District



RemotEDx's Connectivity Crusaders, working through the Exchange and Network, are specially designed to respond to this need by working with state-level partners (Ohio Department of Education, InnovateOhio, Information Technology Centers, etc.) and schools to help meet students' internet connectivity needs for effective remote education.

The Ohio Department of Education's mid-April survey also revealed that 51 percent of schools (*refer to Figure 3*) were challenged to identify the right remote learning options for special student populations. This data point signals the importance of convening critical partners, providers and supports at the state-level to provide coaching, counseling and professional learning, particularly for serving at-risk and special student populations. *RemotEDx* will drive statewide coordination of key professional learning providers and supports—namely those offered by Ohio's ESCs, OCALI and related services. *RemotEDx* will help identify, communicate and syndicate those providers and services to the schools that need them most.

Figure 3—Districts indicating challenges “Identifying appropriate remote learning options for special student populations.”



EXPANDING ACCESS TO REMOTE EDUCATION AND IMPROVING STUDENT OUTCOMES

(Selection Criteria (B)(3))

Consistent with the project goal, the design theory behind *RemotEDx* is that greater coordination, integration and expansion planning among Ohio's remote education, professional learning, special education, information technology and innovative thought partners and providers will increase access to remote education and improve student outcomes statewide.

The *RemotEDx* platform concept is like that of the Ohio STEM Network Learning, which has a proven track record (since 2008) of expanding student access to real-world, project- and inquiry-based STEM education opportunities. The public-private nature of *RemotEDx* will pave the way for similar expansion opportunities. The Ohio STEM Learning Network is fueled by learnings from its partners and schools. For instance, its first platform school, known as Metro, breaks demographic trends. It is the highest performing school in the State when factoring in the percentage of economically disadvantaged students. The lessons from Metro are fed back into the broader Network to drive improvements. *RemotEDx* seeks to achieve comparable outcomes for students through a similarly designed concept.

RESEARCH DRIVEN, EVIDENCE-BASED

(Selection Criteria (B)(4))

The *RemotEDx* concept is informed by a significant body of research and effective practice. It considers: Garrison's Theoretical Challenges for Distance Education in the 21st Century; Chapman's Alternative Approaches to Assessing Student Engagement Rates; and The Adolescent Community of Engagement Framework.^{15, 16, 17} This body of research identifies four main constructs for online learning: student engagement, teacher engagement, peer engagement and parent engagement. Specifically, the Adolescent Community of Engagement Framework incorporates the Community of Inquiry Framework, which emphasizes sustained communication

among all members of the learning group. This helps increase social presence. Full engagement in remote education and learning activities requires affective, behavioral and cognitive engagement—similar to the Four Equal Learning Domains identified in Ohio's five-year strategic plan for education. Ohio's approach to remote education, which includes “whole child supports” through *caring* and teaching and learning, aligns tightly to the research. Ohio will apply these constructs as it implements *RemotEDx*. Ohio's approach also will align to the findings of Repetto, Cavanaugh, Wayer and Liu to enhance its approach to improving outcomes for students with disabilities in a remote education setting.¹⁸

MANAGEMENT PLAN AND RESOURCE ADEQUACY

(Selection Criteria (C))

MANAGEMENT PLAN

(Selection Criteria (C)(1))

The project management plan includes appropriate staffing, collaboration with other entities within the Ohio Department of Education, appropriate budget and fiscal controls and a detailed implementation plan created around essential project tasks. Budget allocations that support the management plan are described thoroughly in the Budget Narrative.

Staffing and Time Commitments: State staff who provide support for the ESF-REM grant will be housed across the Department of Education. Key project personnel include the following (resumes are included in the Appendices):

- ***Executive Leadership:*** Shaun Yoder will provide executive leadership and direction for the project. Mr. Yoder serves at the Chief Strategy Officer and Director of External Partnerships for the Department of Education. In this capacity Mr. Yoder understands the essential nature of strategically coordinating and aligning internal offices and functions as

well as the coordination of external partners in accomplishing the State's vision for education. Mr. Yoder will commit 10 percent of his time to the project.

- **Project Lead:** David Bowlin, Ed.D. will serve as project director for the grant. Dr. Bowlin is the Director of Field Services for the Department of Education. Dr. Bowlin has extensive prior experience as the Executive Director of the Akron Digital Academy and the Chief Academic Officer of the Ohio Distance and Electronic Learning Academy. He will have overall responsibility for and oversee all aspects of implementation. Dr. Bowlin will commit 20 percent of his time to the oversight and management of the ESF-REM grant.
- **RemotEDx Manager (Contracted Project Manager).** The Department will contract with an individual with significant project management experience and deep knowledge of remote education practices to serve as the *RemotEDx* Manager. The *RemotEDx* Manager will coordinate the implementation of all project activity and will have day-to-day responsibility for the direct coordination and implementation of the project. The *RemotEDx* Manager will be assigned 100 percent to the project.
- **Subject Matter Experts:** The Department will assign Sherry Birchem and Dr. Melissa Weber Mayrer to support the project as subject matter experts. Ms. Birchem is the Director of the Department's Office of Learning and Instructional Strategies. She spearheads efforts specific to Ohio's Learning Standards, model curricula and instructional materials, including the State's engagement in CCSSO's High-Quality Instruction Materials and Professional Development (IMPD) Network. Dr. Weber-Mayrer is the Director of the Office of Approaches to Teaching and Professional Learning. Among other things, she leads the agency's personalized learning and

integrated STEM education efforts. She also drives Ohio's engagement in Learning Forward's What Matters Now Network. These team members will commit 10% of their time respectively to the project.

- **Project Support Staff:** The Department of Education will hire two additional staff to support the grant. These individuals will have significant experience in the effective use of remote education strategies. The proposed new FTEs will commit 100 percent of their time to supporting the project, as well as providing technical assistance and support for all aspects of the project.

RemoteEDx Coordinating Council: The project will be guided by a *RemoteEDx* Coordinating Council. The Council will be comprised of individuals from key partners, stakeholder groups and organizations with relevant expertise in remote education. The core members will include representation from various education organizations that are currently associated with both the Department and school districts including INFOhio, Educational Service Centers, Information Technology Centers, the Ohio Distance Learning Association and the Ohio STEM Learning Network. Additional members will be drawn from identified exemplars in remote education. The ESF-REM project director will lead the Council and coordinate its activities. The Council provides advice and input on all aspects of project implementation and ensures transparency.

Key aspects of the Council's work will include:

- Development and approval of criteria for high-quality remote education models to be included in the *RemotEDx* Exchange.
- Facilitating discussion to better align and coordinate remote education activity in Ohio.
- Reviewing project status updates, outcomes, feedback and proposed improvements to project activities.

Project Steering Committee: A *Project Steering Committee* will be formed to support and coordinate Department activities related to implementation of the ESF-REM grant. The steering committee will meet at least monthly (more frequently at the outset of the project).

The following offices and partners will be represented on the Steering Committee:

- *Office of Fiscal Services:* These offices ensure and coordinate budget and fiscal controls and compliance-related monitoring activities;
- *Office of Approaches to Teaching and Professional Learning* and *Office of Learning and Instructional Strategies:* These offices ensure alignment of RemoteEDx resources with Ohio's education standards.
- *Implementation Team:* The Department's Implementation Team will provide project management support for effective planning and delivery of the project plan.
- *Data Governance Leadership Team:* This team will review all business rules and technical documents related to reports for accuracy and agency awareness prior to submission.

Budget and Fiscal Controls: The Department has successfully administered billions of dollars in federal programs, as well as many specific federal grants and is committed to ensuring the project is delivered on budget and in full compliance with State and federal fiscal and accounting laws and regulations. The Office of Fiscal Services and Office of Grants Management both oversee standard protocols to ensure grant funds are expended and accounted for in full compliance with State and federal regulations and consistent with grant requirements. Staff from these offices are integral parts of the *Project Steering Committee* and are continuously involved in grant administration.

PROJECT TASKS

The management structures described above will be applied toward the successful accomplishment of key project tasks as follows:

Project Task 1 – Team Hiring, Organizational Structures and Comprehensive Management Plan: At the time of grant award, the Project Lead will convene the *Project Steering Committee* which will partner with the Department's Implementation Team to develop a Comprehensive Management Plan to ensure timely and effective completion of all ESF-REM grant processes and deliverables. At the same time hiring and contracting will begin for key project staff. The Comprehensive Plan will ensure quality management of the ESF-REM Grant through in-depth descriptions and documentation of all ESF-REM-related processes. The Comprehensive Plan includes an overview, purpose, procedures, timeline, communication needs and key responsible staff essential to completing each process of the plan.

The Project Lead will also convene the *RemotEDx Coordinating Council* to begin Council activities relative to input on the plan and oversight of the project.

Timeline/Milestones for this task: This task will begin at the time of grant award with drafting of the plan and initiation of the hiring process. The Comprehensive Plan development process begins with a meeting of the Steering Committee and will be completed upon approval by the Coordinating Council. It is expected this will take 90 days. The plan will be updated on an annual basis, or more frequently if necessary, as a result of monitoring and feedback.

Project Task 2: Selection of High-Quality Remote Education Models: Selecting high quality remote education models is essential to the functioning of the *RemotEDx* Exchange. The models will form the basis for what will be available to schools and districts for use as part of their educational experience designs.

Timeline/Milestones for this task: This work will begin within 90 days of grant award and will involve the Coordinating Council first developing the criteria for high quality remote education models. This will then be followed by the issuance of a Request for Information to identify models suitable for supporting as part of the *RemotEDx* Exchange. The goal will be to have the first models available in the exchange within 180 days of grant award. The process of identifying models will reoccur twice per year.

Project Task 3: Establishment of *RemotEDx* Exchange: The appropriate entities will be identified to manage and operate the exchange and agreements will be entered into for the work consistent with State procurement practices and requirements.

Timeline/Milestones for this task: This work will begin within 90 days of grant award. It is expected that the exchange will be ready to operate within 180 days of grant award.

Project Task 4: Contracting and Deployment of *RemotEDx* Support Squad and Connectivity Crusaders: The work on the deployment of these key personnel will begin within 90 days of grant award. This work will happen in increments beginning with initial contracting of 10 support squad members and 3 connectivity crusaders. These positions will be housed regionally at Educational Service Centers or Information Technology Center locations.

Timeline/Milestones for this task: This activity will begin within 120 days of grant award. Staff development will occur within 30 days of initial contracting.

Project Task 5: Networking and Remote Education Academy: An important feature of the project is to ensure high quality networking and professional development opportunities for remote education practitioners. The work will largely be led and delivered by the *RemotEDx* Support Squad staff as well as key Department staff. This activity will be conducted pursuant to

a specific networking and professional development plan to be developed by staff with input from the Coordinating Council.

Timeline/Milestones for this task: Development of the networking and professional development plan will begin within 180 days of grant awards. Various networking and professional development activities will be sequenced throughout the year and follow an annual program arc. The plan will be revisited each year for refinement and improvement to meet user needs.

Project Task 6: Feedback and Continuous Improvement and Performance

Measures: These tasks are further defined in the sections entitled *Feedback and Continuous Improvement Procedures* and *Performance and Project-specific Measures* below. The specific procedures for each activity will be designed by the project staff with input from and final approval of the Steering Committee and Coordinating Council.

Timeline/Milestones for this task: Procedure design and tool development supporting data collection will begin within 180 days of grant award and be completed within 210 days. Formal feedback activity will happen on an on-going basis as least quarterly. Performance measure data collection and compilation will happen annually beginning at the end of Year 1.

Feedback and Continuous Improvement Procedures

The Department has a strong commitment to continuous improvement processes in all areas of operations. For this project, Ohio plans on creating opportunities to seek and gather feedback and using it to make improvements to project administration and execution. Feedback opportunities will be provided to the following:

- *Model Operators:* The perspective of model operators will be important to gauging the success of the project and its ability to launch remote education opportunities.

- *Participating schools:* It will be important for participating schools and districts to provide feedback on their real experience with the project. Such feedback can support improvement of many aspects of the work.
- *RemotEDx Support Squad/Connectivity Crusaders:* These individuals are the deployed staff for the project. As such they are uniquely positioned to provide feedback on all aspects of project implementation.
- *RemotEDx Coordinating Council:* As described above, the Coordinating Council will provide regular feedback on implementation and reviews received from schools, authorizers, operators and others to inform improvements.
- *Students and Parents:* Model operators will be responsible for regularly collecting relevant feedback from students and parents relative to the remote education opportunities deployed by the project. Such feedback will be helpful to the models as well as to the project's implementation.

The Department will ensure the agendas of each meeting of the Coordinating Council and Steering Committee include opportunities to discuss feedback received and improvement opportunities. Improvement will be made regularly as appropriate. More formal reviews of monitoring processes, protocols, guidance documents and rubrics will be conducted annually.

ADEQUACY OF PROPOSED USE OF FUNDS (*Selection Criteria (C)(2)*)

The Budget and Budget Narrative components of this proposal include detailed information about the proposed use of funds. In total, the project is requesting \$18.1 million. The following assumptions form the basis for this amount:

- *Staffing:* Cost estimates for staffing are based on comparable positions employed by the Department.

- *Contracted Support and Services:* Contracted expenses are based on comparable activity and functionality procured by the Department.
- *Professional Development:* Professional development costs are based on other comparable professional development activity implemented by the Department.

REASONABLENESS OF COSTS – OBJECTIVES, DESIGN AND SIGNIFICANCE OF PROJECT
(Selection Criteria (C)(3))

The costs for the project are reasonable in terms of meeting the project objectives, achieving the proposed design and given the significance of the project. The response to the section above regarding the adequacy of the use of funds speaks to the reasonableness of costs for the project design. The project is designed to achieve a rapid escalation of high-quality remote education opportunities for students. This interest will be driven by the specific activity of the *RemotEDx* Support Squad. The Squad will help schools and districts clearly understand the value of the offerings and how they can be deployed effectively and sustained. It is expected that there will be significant interest, and the resources being provided will impact the project objectives.

REASONABLENESS OF COSTS – NUMBER OF PERSONS SERVED, RESULTS AND BENEFITS
(Selection Criteria (C)(4))

The opportunity to effectuate a significant increase in remote education model deployment through an effort that leverages existing strengths and creates greater awareness, utilization and impact is tremendous. The investment of resources through this proposal will have a significant impact by catalyzing a substantial change in the approach to education in Ohio. The State has many field-initiated models, but has lacked the ability to refine, promote and stimulate their adoption – and to do so in a way that pushes educators to think beyond “business

as usual.” The project has the ability to impact tens of thousands of students in a positive and meaningful way.

PERFORMANCE AND PROJECT-SPECIFIC MEASURES

(Award Administration Information –5. Performance Measures)

Ohio has established ambitious and realistic performance measures for the project. The table below includes the list of specific, measurable, achievable, relevant and timely metrics that support the achievement of the project outcomes. Each performance measure will be reported annually and monitored by the Coordinating Council and Steering Committee. The following table lists the measures, the method of data collection, baseline data and performance targets.

<u>Performance Measure/ (Method of Collection)</u>	<u>Baseline</u>	<u>Performance Targets</u>
1. Number of students served by the project <i>(The project will collect data based on the number of students served by each model adopted based on the work of the project.)</i>	0	Year 1: ~5,000 Year 2: ~25,000 Year 3: ~150,000
2. Percentage of parents who reported satisfaction with the remote education options available <i>(A parent survey will be administered to the parent of each student impacted by each model based on the project.)</i>	0	75%
3. The number and different types, as defined by the grantee, of new remote education options provided. <i>(The project team will track the number of new models.)</i>	0	10
4. The number of students who reported satisfaction with the remote education option they used. <i>(A student survey will be administered to participating students by each model promoted by the project.)</i>	0	75%

<p>5. The number of schools (or districts) that reported satisfaction with the remote education option they used.</p> <p><i>(A school (or district) survey will be administered to participating schools (or districts) by each model promoted by the project.)</i></p>	<p>0</p>	<p>75%</p>
<p>6. The percentage of participating students demonstrating improved academic performance.</p> <p><i>(Each model will be required to collect academic performance improvement information for each student. This will be collected and reported by the project staff.)</i></p>	<p>0</p>	<p>80%</p>

Notes to the Performance Measures: The following are notes to the performance measures consistent with the information requested in the *Award Administration Information – Performance Measures* section of the *Notice Inviting Applications*.

- **Performance Measures** (*Award Administration Information –Performance Measures – Performance Measures (5)(a)*): The selected measures are consistent with the Secretary’s measures for this program. In addition, satisfaction measures for both students and schools or districts have been included. The measures also include one measure related to student academic performance.
- **Baseline Data** (*Award Administration Information –Performance Measures – Baseline Data (5)(b)*): All baseline data is “0” for all measures. This is based on the reality that this is a new program that has no current activity. All measures are based on specific project-based activity. Data collected in the first year will form the baseline.
- **Performance Targets** (*Award Administration Information –Performance Measures - Performance Targets (5)(c)*): The targets for each measure are listed in the tables above and largely self-explanatory. Each target reflects an ambitious but achievable result

based on Ohio's experience and history. These targets are subject to confirmation by the Coordinating Council.

- **Data Collection and Reporting** (*Award Administration Information – Performance Measures - Data Collection and Reporting (5)(d)(i & ii)*): The data necessary for reporting all of the performance measurements identified above will be collected in the manner indicated in the table. This approach will yield reliable, valid and meaningful data. Satisfaction of parents, students and schools will be gauged through survey instruments to be developed by project staff and reviewed by the Coordinating Council. The Ohio Department of Education has a sophisticated data collection and analysis team. The data collection and analysis procedures described reflect activities that the Department has frequently implemented successfully in the past.

¹ These five counties include Franklin, Cuyahoga, Hamilton, Lucas and Summit counties.

² COVID-19 Minority Health Strike Force: Interim Report. <https://coronavirus.ohio.gov/static/MHSF/COVID-19-SFR.pdf>

³ https://www.cdc.gov/nchs/pressroom/sosmap/drug_poisoning_mortality/drug_poisoning.htm

⁴ https://www.cdc.gov/nchs/pressroom/sosmap/infant_mortality_rates/infant_mortality.htm

⁵ <https://www.kff.org/other/state-indicator/infant-mortality-rate-by-race-ethnicity/?currentTimeframe=0&sortModel=%7B%22colId%22:%22Non-Hispanic%20Black%22,%22sort%22:%22desc%22%7D>

⁶ <https://www.oerc.osu.edu/sites/oerc/themes/oerc/files/covid-response/memo2.pdf>

⁷ Ohio Education Research Center, May 22, 2020. Unemployment Claims Policy Memo 4. <https://www.oerc.osu.edu/sites/oerc/themes/oerc/files/covid-response/memo4.pdf>

⁸ Bureau of Labor Statistics, Local Area Unemployment Statistics, preliminary seasonally adjusted rates) <https://www.bls.gov/web/laus/laumstrk.htm>

⁹ <https://www.oerc.osu.edu/sites/oerc/themes/oerc/files/covid-response/memo3.pdf>

¹⁰ Hauser, C. (20 March 2020). Heavy rains flood parts of Ohio, stranding residents. The New York Times. <https://www.nytimes.com/2020/03/20/us/ohio-flooding.html>

¹¹ 2018 ACS 1-Year Estimates (<https://data.census.gov/cedsci/>)

¹² Ohio Department of Education analysis of Ohio Department of Job and Family Services May 15, 2020 direct certification files

¹³ Ohio Housing Finance Authority. May 19, 2020. Limited Internet Access is a Challenge for Ohio Children. <https://ohiohome.org/news/blog/may-2020/internetaccess.aspx>

¹⁴ For the purposes of this grant, an “at-risk student” means any student who meets one of the following criteria: economically disadvantaged, student with disabilities, English learner, homeless, migrant, in foster care or enrolled in a school that identified “student internet connectivity” among its top challenges to implementing remote learning through the State’s April 2020 EMIS Remote Learning Data Collection.

¹⁵ Garrison, R. (2000). Theoretical challenges for distance education in the 21st Century : A shift from structural to transactional issues. *International Review of Research in Open and Distance Learning*, 1(1), 1–17.

¹⁶ Chapman, E. (2003). Alternative approaches to assessing student engagement rates. *Practical Assessment, Research & Evaluation*, 8(13). Retrieved from: <http://pareonline.net/getvn.asp?v=8&n=13>

¹⁷ Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). The adolescent community of engagement framework: A lens for research on K-12 online learning. *Journal of Technology and Teacher Education*, 22(1), 107-129.

¹⁸ Repetto, J., Cavanaugh, C., Wayer, N., & Liu, F. (2010). Virtual high schools: Improving outcomes for students with disabilities. *Quarterly Review of Distance Education*, 11(2).

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.



MIKE DEWINE
GOVERNOR OF OHIO

Administration
Office 614.644.4357

77 S. High St., 30th Floor
Columbus, OH 43215
www.governor.ohio.gov

June 29, 2020

Ms. Betsy DeVos, U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20210-4537

Dear Secretary DeVos:

It is my pleasure to support the Ohio Department of Education's grant proposal for the Education Stabilization Fund – Rethink K-12 Education Models Discretionary Grants Program. After considering feedback gathered from two co-design sessions involving educators, business leaders, education associations, e-school representatives and philanthropic partners, Ohio is pursuing *Absolute Priority 3: Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes*.

Through the grant Ohio seeks to launch *RemotEDx*, a field-inspired remote education exchange and suite of aligned supports, to coordinate, integrate, replicate and scale Ohio's disparate set of innovative field-initiated exemplars and remote education models. The goal of the project is to increase student access to remote caring, teaching and learning opportunities. Components of *RemotEDx* include a *network and coordinating council* to inform the direction of the exchange and drive partnership, integration and transformation; a *support squad* to promote job-embedded professional learning for remote education; *connectivity crusaders* who help students and families solve technology and internet connectivity challenges; and *feedback loops* that connect *RemotEDx* to the Ohio Department of Education to drive broader transformation.

I am particularly pleased that *RemotEDx* is designed to provide "caring" supports for Ohio's most at-risk students. Among my top priorities in education is to ensure that students have access to integrated whole-child and social-emotional learning supports. After Ohio's school buildings closed in mid-March due to the pandemic, we worked hard to remove barriers so schools could support nutritional needs of children through meal deliveries and grab-and-go sites. *RemotEDx* will ensure that the necessary supports are in place for students who engage in remote education.

Ohio is poised to leverage other CARES Act funding to ensure maximum impact. We are coordinating discretionary CARES Act investments to amplify the components of *RemotEDx*. We also are forging a public-private partnership with Philanthropy Ohio to establish a "Collaborative Fund for Educating Remotely and Transforming Ohio's Schools." Foundations across Ohio are expected to contribute to the initiative, which will be aligned with *RemotEDx*.

As you can see, Ohio is ready to seize this opportunity. Please contact me at 614-644-0929 should you have any questions about Ohio's proposal.

Very respectfully yours,


Mike DeWine
Governor

Appendix 2 – Resumes of Project Director and Key Personnel

Project Director

David Bowlin, Ed.D, Director of Field Service
Page 2

EXECUTIVE LEADERSHIP

Shaun Yoder, Chief Strategy Officer and Director of External Partnerships
Page 4

SUBJECT MATTER EXPERTS (SME)

Sherry Birchem, Director of Learning & Instructional Strategies
Page 10

Melissa Weber-Mayrer, Ph.D, Director of Approaches to Teaching and Professional Learning
Page 12

David A. Bowlin, Ed.D.



CAREER PROFILE

As a respected and proven educator, I currently serve as a **Director within the Unit of Field Relations** at the Ohio Department of Education. Previously serving as a Superintendent of a state-wide K-12 Online Academy, this along with my experience as the Director of Curriculum and Professional Development and the Director of Online Learning has allowed me lead multiple programs focused on student achievement. My areas of expertise include:

- Educational Leadership
- Curriculum Development
- School Operations
- Strategic Planning
- Community Engagement
- Data Driven Instruction & Leadership
- Graduate Level Teaching
- Online and Distance Education
- Technology in Education

LEADERSHIP AND ACADEMIC EXPERIENCE

Ohio Department of Education Director of Field Services

September 2019 - Present

Serves as the Director of Field Services under the Unit of Field Relations responsible for both the Area Coordinators and Pupil Transportation for the Ohio Department of Education. Provide direct oversight and leadership in areas of school finance for statewide programs, five-year fiscal forecast processes, pupil transportation services, and legislative compliance for state and federal laws and regulations monitored by the department. In collaboration with other centers, monitor, review compliance and consult on a variety of programs under the department of education. Participate as a member of the senior leadership team and supervise assigned staff (area coordinators, transportation professionals and fiscal consultants) and contributes to the department's effort to encourage effective and efficient business practices by school districts.

Baldwin Wallace University

University of Mt. Union

August 2011 – Present

Adjunct Professor in the Educational Leadership Program

Courses taught include:

- Legal and Ethical Issues in Education
- Management of Resources
- Educational Research
- Ethical and Moral Leadership in Education
- School Law
- School Finance
- School Leadership Internship Program

The Ohio Distance and Electronic Learning Academy (OHDELA)

Superintendent and Chief Academic Officer

August 2015 – March 2019

Established a structured organized vision to promote increased academic achievement through an efficient and collaborative enrollment process, purposeful student engagement utilizing experienced academic advisors, innovative pedagogy with teacher lead short-cycle assessments to enhance state-testing preparation, a comprehensive data analysis approach for monitoring student learning and an inclusive prescriptive tutoring program to reinforce aligned content.

- Directed operations in a state-wide K-12 school with 2,500 students including instruction, curriculum, technology, finance, and human resources with a staff of 120 and an operating budget of \$15 million
- Continuously refined existing policies achieving multiple 100% compliance scores as reported by the School Sponsor
- Promoted accountability in the high level delivery of curriculum and modern pedagogy
- Hired, developed and retained a diverse teaching staff and leadership team focused on data driven results and achievement
- Delivered a monthly State of the Schools report to the Board of School Directors, Sponsor and the Education Management Organization to promote complete transparency of accomplishments
- Collaborated with the Information Technology Team to develop a new innovative process for technology delivery resulting in a safe and engaging student learning environment

Akron Digital Academy

Superintendent and Executive Director

July 2013 – August 2015

Developed and implemented a vision and strategic plan for a 21st century blended learning model which included the implementation of a comprehensive aligned curriculum with emphasis on college and career readiness supported by highly qualified teachers.

- Directed operations including instruction, curriculum, technology, finance and human resources with a staff of 50 and an operating budget of \$4 million
- Fostered a climate of innovation and excellence through a positive school climate while building relationships and increasing enrollment from 200 students to over 500 in the first year
- Directed a senior leadership team that was accountable for a data network using teacher-based teams, building-level teams and leadership teams

The Center for Learning

Director of Curriculum and Professional Development

September 2011- July 2013

- Developed a program of studies based on Ohio teacher best practices with a focus on deep learning strategies
- Created strong strategic alliances with multiple Educational Service Centers to access teacher needs
- Participated on a design team to create and implement a new and interactive lesson plan format utilizing LOBI

Virtual Learning Network (VLN) Partners

Director of Online Learning / Principal

August 2009 – September 2011

- Implemented over 50 district level virtual academies focused on high quality education
- Worked directly with school district leaders to customize online curriculum aligned with state standards

Elizabeth Forward School District

High School Principal

July 1998 – August 2009

Directed the operation of a high school with 1,200 students, a staff of 100, and an operating budget of \$15 million.

- Directed all teaching and learning, curriculum, operations, facilities and human resources
- Implemented the Rigor Relevance Model for improved achievement
- Used data driven instruction with the creation of data teams to analyze classroom and assessment data
- Used a school-wide inclusion program for all special needs students
- Created 13 “Classrooms for the Future” offering a new and innovative approach to learning with technology
- Maintained high academic achievement on state assessments using a variety of classroom diagnostics

West Jefferson Hills School District

High School Dean of Students / Gifted Coordinator

October 1997 – July 1998

- Developed a new program model for gifted learners
- Implemented a comprehensive summer credit recovery program

Baldwin Whitehall School District

High School Biology Teacher

July 1993 – October 1997

Taught General Science and Biology

EDUCATION

Ed.D. in Education Administration and Policy Studies, University of Pittsburgh

MSEd. in Education Administration, Duquesne University

MSEd. in Secondary Education, Duquesne University

B.S. in Biological Sciences, Carlow College

LICENSURE

Ohio Superintendent License, OH3167299, 05/2023

MILITARY EXPERIENCE

United States Navy (USNR) Veteran - Hospital Corpsman/ Combat Medic

Operation Desert Storm

Shaun C. Yoder



Professional Highlights

CAREER SNAPSHOT. Diverse 20-year career that bridges Ohio’s P-20 education policy and practice continuum. It started in a rural-Ohio public-school classroom and grew to span the state legislature, governor’s office, state coordinating board for higher education, Ohio’s most influential state-level business organization and the state education agency. Beyond Ohio, managed a robust STEM education portfolio for one of the nation’s foremost education policy and strategy firms.

LEADERSHIP AND SKILLS. Rich experience leading and managing teams through transition and change. Proven track record of building and mobilizing powerful coalitions poised to accomplish major achievements in education reform. Seasoned convener of stakeholders to co-design and execute strategic plans that rally partners, drive continuous improvement and result in significant impact. Adept relationship manager and connector. Deep content and policy knowledge in P-20 education, particularly STEM education. Cogent writer and communicator. Scrupulous overseer of organizational contracts, operations and finances.

Professional Experience

OHIO DEPARTMENT OF EDUCATION, Columbus, OH

Chief Strategy Officer and Director of External Partnerships

January 2017 to Present

Lead the design, development and implementation of Ohio’s state-level preK-12 education policies, practices, strategies and external partnerships. Oversee and coordinate communications, operations, human resources, fiscal and IT functions across an enterprise of more than 550 employees—with an eye toward ensuring coherence and maximizing efficiencies. Chief accomplishments include:

- **Ohio’s Five-Year Strategic Plan for Education:** Engaging more than 1,300 Ohio-based partners—including parents, caregivers, preK-12 educators, higher education representatives, employers, business leaders, community members, state legislators and students—to develop [*Each Child, Our Future*](#), Ohio’s five-year strategic plan for education. Launched in August 2018, the plan sets a clear vision for education, identifies one driving goal and includes three core principles (equity, partnerships and quality schools) and 10 strategies aimed at challenging, preparing and empowering each child for his or her future by way of an excellent prekindergarten through grade 12 education. *Each Child, Our Future* paved the way for implementation of an aligned set of proposals and actions, including a \$675M investment in locally-defined programs that enhance student success and wellness in Ohio’s FY 20-21 biennial budget.
- **Development of Transformative External Partnerships:** Nurturing, brokering and leading strategic partnerships with government, business and philanthropic leaders to co-design and drive policies, practices and programs aligned to *Each Child, Our Future*. Developing partnerships that capitalize on unique partner assets and transform supports and services for students. One such example: the [*Get 2 School, Stay in the Game!*](#) Network, a partnership among the Cleveland Browns Foundation, Proving Ground at Harvard University and the Ohio Department of Education. The *Get 2 School* Network seeks to prioritize attendance by connecting its users to resources, experts and evaluative data aimed at tackling chronic absenteeism.

- **Enhanced Agency Structure and Delivery:** Redesigning and restructuring the Ohio Department of Education to fulfill the vision, goal and strategies of *Each Child, Our Future*. Co-designing with senior staff four agency centers (Teaching, Leading and Learning; Integrated Student Supports; Continuous Improvement; and Performance and Impact) that support the needs of educators and schools throughout Ohio. Developing a shared language across the enterprise and emphasizing supports and services, rather than compliance. Applying an equity and impact lens to every program, initiative and action across the organization.
- **Enterprise-wide Coherence:** Working with agency leaders to assess all education programs and initiatives across the enterprise, determine alignment with *Each Child, Our Future* and analyze impact based on number of educators and students affected, feedback from the field and available evaluative data. Optimizing the effectiveness and impact of existing programs and initiatives. Eliminating programs, initiatives and actions determined to have minimal impact. Working with agency staff and external partners to co-design new programs, initiatives and actions necessary to fulfill the vision, goal and strategies of *Each Child, Our Future*.
- **New Staff On-Boarding Experience:** Overhauling the Department’s hiring process to include a six-month onboarding experience that supports newly hired staff by helping them personalize and connect *Each Child, Our Future* to their day-to-day jobs, matching them with a mentor and providing on-going professional growth and leadership opportunities.
- **Maximized Communications:** Re-envisioning communications and outreach to the field to more effectively broadcast agency priorities aligned to *Each Child, Our Future*. Sharpening the agency’s approach to using social media as a vehicle for trumpeting initiatives and securing feedback and engagement from the field. Developing a strategic partnership between the Department’s communication efforts and the state’s Public Broadcasting Service to reach more Ohio educators, students and families.

EDUCATION FIRST CONSULTING, Seattle, WA

Senior Consultant and STEM Strategies Manager

January 2010 to December 2016

Counseled and advised leaders in local, state and federal governments, major urban school districts, institutions of higher education, foundations, and advocacy groups to accomplish significant education reform initiatives. Directed the firm’s STEM education strategy, knowledge management and practice areas.

Notable achievements included:

- **U.S. Army’s STEM Education Outreach Programs:** Co-designing and co-authoring a successful 10-year, \$185 million proposal with Battelle Memorial Institute to manage the U.S. Army’s STEM education outreach programs.
- **National STEM Policy and Advocacy:** Co-authoring a chapter in *STEM Road Map: A Framework for Integrated STEM Education Standards and Accountability in Schools*, which identifies effective program characteristics, start-ups and advocacy steps for promoting high-quality STEM education opportunities.
- **Bill & Melinda Gates Foundation:** Managing a “due diligence” initiative to guide the Bill & Melinda Gates Foundation’s multi-million dollar investment to support K-12 educator success in New Jersey.
- **Complete College America:** Facilitating more than a dozen Complete College America strategy sessions with higher education and campus leaders across multiple states to reform developmental education and gateway courses, rethink student support structures and increase student completion rates.
- **STEMx:** Collaborating with Battelle Memorial Institute to design, build and launch STEMx, a multi-state network of more than 20 states that disseminates quality STEM education tools, expands the number of STEM teachers and grows tomorrow’s innovators.

- **AVID:** Orchestrating “Leading the Way to College,” AVID’s roundtable of community leaders from 16 of the nation’s major urban centers, which pinpointed 10 steps city and school officials can take to ensure that all students are prepared for postsecondary education.
- **State-level STEM Strategic Planning:** Collaborating with educators, higher education representatives, business leaders, philanthropists, legislators and other stakeholders to create STEM education strategic plans in five states: California, Colorado, Oregon, Tennessee and Washington.
- **Philanthropy Ohio:** Working with Ohio’s foundation leaders, through Philanthropy Ohio, to author “Preparing Students for Success in Life,” a report outlining the foundation community’s legislative priorities for pre-K-20 education.
- **Ohio’s New Learning Standards:** Strategically preparing and deploying Ohio’s business leaders, through the Ohio Business Roundtable, to the Ohio General Assembly to preserve the state’s adoption and implementation of the Common Core State Standards.
- **Human Capital in Metro Nashville Public Schools:** Leading a \$500,000+ contract with the Nashville Mayor’s Office to transform how Metropolitan Nashville Public Schools hires, trains, develops and rewards its educators.

OHIO BUSINESS ALLIANCE FOR HIGHER EDUCATION & THE ECONOMY, Columbus, OH

Executive Director

April 2008 to January 2010

Director

November 2006 to April 2008

Associate Director of Policy

September 2006 to November 2006

Directed the Ohio Business Alliance for Higher Education and the Economy, a 501(c)(3) affiliate of the Ohio Business Roundtable, founded in 2005 to maximize the use of higher education as tool for economic growth. Accomplishments included:

- Marshaling and staffing a board of 12 Directors who were among Ohio’s most prominent business leaders.
- Developing and maintaining a portfolio of initiatives designed to double the number of degrees awarded in Science, Technology, Engineering and Mathematics (STEM) in Ohio by 2015.
- Building statewide, regional and local coalitions among education and business leaders that ensured passage of the Ohio Core college- and career-ready high school graduation requirements in 2006.
- Co-designing and launching the Ohio STEM Learning Network in 2008, in partnership with Battelle Memorial Institute and the Bill & Melinda Gates Foundation.
- Securing state investments of more than \$12.6 million in fiscal years 2008 and 2009 and \$10 million in fiscal years 2010 and 2011 for STEM schools and Programs of Excellence.
- Working closely with the Board of Directors to maintain the financial health of the organization.
- Leading the Board of Directors through a strategic planning process designed to guide the organization from 2010 to 2012.

OFFICE OF GOVERNOR BOB TAFT, Columbus, OH

Policy Assistant for Education and Workforce Development

July 2004 to September 2006

Advised Ohio’s governor on education policy issues related to higher education and teacher effectiveness. Efforts included:

- Coordinating education policy initiatives involving senior officials from the Ohio Department of Education, Ohio Board of Regents and Ohio Department of Development.
- Serving as a gubernatorial appointee to the Higher Education Funding Study Council, created by the Ohio General Assembly and charged with “reviewing all aspects of higher education funding” contained in the budget and recommending “any changes it determines as necessary.”

- Co-designing and advocating for the Ohio Core high school course requirements in English language arts, mathematics, science and social studies that prepare students for success after high school.
- Planning high-profile education events featuring the Governor and other state-level dignitaries.
- Crafting in-depth education policy and options analyses.
- Drafting the Governor's weekly education briefing report.

OHIO BOARD OF REGENTS, Columbus, OH

Legislative Liaison

January 2003 to July 2004

Met with members of the Ohio General Assembly regarding higher education issues, higher education's role in the knowledge economy, and other Board of Regents' initiatives. Responsibilities included:

- Preparing policy briefs for members of the legislature on issues in higher education.
- Coordinating the Board of Regents' response to requests for information from members of the General Assembly and their staff members.
- Attending committee hearings and monitoring issues related to higher education before the General Assembly.
- Coordinating and conducting seminars and meetings on higher education issues for legislators and legislative staff.

OFFICE OF GOVERNOR BOB TAFT, Columbus, OH

Special Assistant for Education

December 2001 to January 2003

Monitored state-level education policy practice, working closely with officials from the Ohio Department of Education and the Ohio Board of Regents. Duties included:

- Compiling and drafting the Governor's weekly education briefing report.
- Preparing messaging aimed at broadcasting the Governor's chief education policies and initiatives.
- Researching the Governor's education speeches, responding to constituent concerns and assisting in the planning of key education events.

OHIO SENATE, Columbus, OH

Legislative Service Commission Fellow

December 2000 to December 2001

Served four Ohio state senators and staffed the Ohio Senate Education Committee. Responsibilities included:

- Researching legislative issues, composing speeches and press releases and drafting responses to constituent needs.
- Tracking legislation in the Education, Agriculture, State and Local and Rules Committees.
- Compiling weekly memorandums outlining committee activities for the Majority Senate Caucus.

CANAAN MIDDLE SCHOOL, Plain City, OH

Teacher, 6th Grade Science and Reading

August 2000 to December 2000

Instructed grade 6 students in science and reading classes. Duties in the classroom included:

- Creating and implementing student-centered, project-based and grade-appropriate lessons and class activities.
- Collaborating and planning with fellow teachers.
- Building strong communication channels with parents, co-workers and supervisors.

WEST JEFFERSON HIGH SCHOOL, West Jefferson, OH

Teacher, High School Special Education

August 1999 to August 2000

Taught students with learning and developmental disabilities in a high school resource-classroom setting in science, English, math, history and technology. Activities included:

- Designing, modifying and delivering personalized lesson plans, instruction and classroom activities.
- Logging and monitoring students' quarterly progress.
- Tutoring students in after-school sessions.
- Maintaining regular contact with parents and supervisors.

Education

Anderson University, Anderson, IN

B.A., May 1999

History, Secondary Social Studies Education

Proposals and Grants

- Co-authored Ohio's \$3.25M federal Statewide Longitudinal Data System (SLDS) grant proposal (submitted September 2019, award announcement expected in late 2019)
- Collaborated with Center for Education Policy Research at Harvard University to secure a \$10M federal IES grant to launch the National Center for Rural Education Research Network and address chronic absenteeism and college readiness (2019)
- Co-authored Ohio's successful \$35M federal Striving Readers Comprehensive Literacy grant (2018)
- Led Ohio Department of Education's successful application to become a cohort-one Aspen Institute Coherence Laboratory Fellowship State; one of only three states selected in the first round (2018)
- Co-authored successful 10-year, \$185 million proposal with Battelle Memorial Institute to manage the U.S. Army's STEM education outreach programs (2016)
- Collaborated in the design and writing of Ohio's \$400M Race to the Top Grant (2010)

Publications

- [*Each Child, Our Future*](#): Ohio's Five-Year Strategic Plan for Education (2018)
- [*STEM Road Map: A Framework for Integrated STEM Education Standards & Accountability in Schools*](#) (2015)
- [*Seizing the Future: How Ohio's Career & Technology Education Programs Fuse Academic Rigor & Real-World Experiences to Prepare Students for College & Work*](#) (2015)
- *Leading the Way to College: Reporting on AVID's Urban Leaders Convening* (2014)
- [*Preparing Students for Success in Life*](#): Philanthropy Ohio's Update Report (2013)
- [*Standards and Accountability in Schools*](#): Will Stronger Business and Corporate Investment Enhance Public K-12 Education? (2012)
- [*Ohio's STEM View Book*](#): Developed to define and catalyze the STEM education movement in Ohio (2008)

Presentations and Panel Discussions

- Ohio Children’s Alliance: Partnering to Ensure a Whole Child Approach (October 2019)
- Education Commission of the States National Institute: High-Quality Statewide Approaches to Personalized Learning (July 2019)
- Center for Education Policy and Research at Harvard University’s Roundtable: Designing Proving Ground’s Approach to College Readiness (June 2019)
- Ohio School Boards Association: Each Child, Our Future Implementation (November 2018)
- Aspen Institute Education and Society Program: Driving Policy Coherence (October 2018)
- Each Child, Our Future Statewide Rollout Tour (August 2018)
- Ohio Association of Elementary School Administrators: Each Child, Our Future Preview (May 2018)
- Ohio Federation of Teachers: Each Child, Our Future Preview (April 2018)
- Ohio School Boards Association: Each Child, Our Future Planning Process (November 2017)
- Complete College America: Gateway Courses and Completion (December 2016)
- U.S. Army STEM Education Outreach Program Kickoff (October 2015)
- U.S. News STEM Solutions Summit: Advocating for STEM (2014)
- Future Ready Workforce in Tennessee: STEM Planning for the Future (2013)
- U.S. News STEM Solutions Summit: Overview and Launch of STEMx (2012)
- Metro Nashville Schools Transformational Leadership Committee (2011)
- NGA Convening: Engaging business in STEM (2010)
- Ohio STEM Education Summit: Legislative panel discussion facilitator (2010)
- American Youth Policy Forum: Effective engagement of business in STEM education (2009)
- Ohio Career and Technical Education Forum: Authentic business engagement in STEM (2009)
- Wright State University STEM Summit (2008)
- National Business Roundtable in Washington DC: Making STEM happen in Ohio (2008)
- University System of Ohio Community Conversation Panelist (Stark State CC, 2008)
- Ohio Board of Regents: Engaging Business in Higher Education Policy (2007)

Memberships and Service

Chair, High School Graduation Results Committee, United Way of Central Ohio (2011-2018)
Member, Anderson University Alumni Council (2013-2017)
U.S. Delegate, Nordic American Dialogue between Young American and Nordic Leaders (2008)
Volunteer for Juvenile Diabetes Research Foundation, Walk to Cure Diabetes (2006-2012)

SHERRY BIRCHEM



- Education**
- Capella University** ~ Minneapolis, Minnesota - Expected December, 2022
Doctor of Education: Curriculum & Instruction
 - University of Dayton** ~ Dayton, Ohio – June, 2013
Educational Leadership Licensure Program: Principal License
GPA -4.0
 - Otterbein College** ~ Westerville, Ohio ~ June 2003
Masters of Arts in Teaching ~ Middle Childhood, Language Arts and Science
GPA – 3.96; Deans List - 2000-2001, 2001-2002, 2002-2003
 - The Ohio State University** ~ Columbus, Ohio ~ December 1997
Bachelor of Arts, Interpersonal Communications
Deans List – 1997
- Licensure**
- State of Ohio – Elementary, Middle and High School Principal (PK - 12) June, 2013
 - State of Ohio – Middle Childhood~Language Arts, Reading, and Science, June 2002
- Professional Experience**
- Ohio Department of Education** **02/19 - present**
Director, Office of Learning and Instructional Strategies
 - Ensures implementation of Ohio’s Strategic Plan ~ *Each Child, Our Future*
 - Oversees the development, review and update of Ohio’s Learning Standards and related model curricula
 - Supports major legislative and State Board of Education initiatives and policies
 - Westerville City Schools** **08/14 - 02/19**
Pointview Elementary School Principal (K-5)
 - Responsible for the full implementation of the Ohio Teacher Evaluation System and Student Learning Objectives with a team of over 30 employees
 - Collaborate with teachers in the analysis of data (STAR, Value-Added, Ohio State Tests, formative assessments, etc.) to guide instruction to best meet the needs of all students
 - Allocate funds to best meet the needs of students; oversee budget process
 - Utilize Schoology to provide focused professional development via a hybrid approach (in-person / online) on differentiated instruction based on the professional growth plans and observed needs of teachers and staff
 - Communicate with parents, students, community members, and staff on a regular basis through multiple sources of media
 - Implemented The Leader in Me (Franklin Covey 7 Habits) to address the social emotional needs of a diverse student population and to establish academic goals at the student level that aligned with building goals.
 - Northridge Local Schools** **08/13 – 08/14**
Middle School Principal (6-8); Interim Intermediate Principal (4-5)
 - Westerville City Schools ~ Curriculum and Instruction** **06/10 – 07/13**
Secondary English Language Arts and Science
 - Utilized state, district, and building level data to identify areas of focus for curricular alignment and professional development of staff
 - Led teachers through the Course of Study development aligned to Ohio’s New

- Learning Standards for 6-12 English Language Arts and Science
- Evaluated instructional resources to support new curricular expectations with minimal fiscal impact to the district
- As a District Value Added Leader (DVAL) for Battelle for Kids, led professional development workshops to support teachers in the linkage process as well as the use of data to guide instruction

Westerville City Schools ~ Walnut Springs Middle School 6/07 – 06/10

Teaching positions ~ 6th and 7th grade science

- Taught various levels of middle school science including intervention, enrichment and ESL

Leadership positions:

- 2008 – 2009 ~ Mentor teacher for Ashland University student teacher
- 2008, 2009 ~ Governor's Award for Excellence in Youth Science
- 2007 – 2010 ~ Led professional development sessions at the district level for middle school science

Upper Arlington City Schools ~ Hastings Middle School 08/03 – 06/07

o Teaching positions ~

- 7th grade English ~ 2006 – 2007; 8th grade English ~ 2003-2006

o Leadership positions:

- 2006 – 2007 ~ Member of the District PLC for Instruction and Assessment
- 2005 – 2007 ~ Language Arts Department Chair
- 2005 – 2006 ~ Team Leader
- 2003 – 2007 ~ Power of the Pen Coach
- 2005 – 2006 ~ Cooperating Teacher for Ashland University Student Teacher
- 2006 – 2007 ~ Mentor for Fulbright Exchange Teacher
- 2004 – 2007 ~ Literacy Committee Member

Committees

Otterbein College ~ Teacher Education Committee, MAT Representative 2002-2003
Hastings Middle School Literacy Committee Member, 2004-2007
Upper Arlington City Schools District Professional Learning Community for Instruction and Assessment. 2006-2007
Westerville City Schools LPDC, 2008-2013
Teaching and Learning Committee, Walnut Springs Middle School, 2008-2010
Otterbein Advisory Committee, 2010-2013
District Value Added Leader for Battelle for Kids, 2011-2013
Ohio Department of Education, Common Core Assessment Alignment, 2012
District Ohio Improvement Process Representative, 2017

Memberships

Ohio Association of Elementary School Administrators
Ohio Association of Secondary School Administrators
Kappa Delta Pi ~ International Honor Society in Education
National Middle School Association
National Science Teachers Association
National Council of Teachers of English
Ohio Council of Teachers of English Language Arts

Leadership positions

2012 – Present ~ Ashland University adjunct instructor
2015 ~ Martha Jennings Educator Recipient
2016 – Present ~ Muskingum University adjunct instructor
2017 - Westerville Sunrise Rotary Service to Youth Recipient
2018 - Presenter ~ Schoology 2018 NEXT Conference

CURRICULUM VITAE
Melissa M. Weber-Mayrer, Ph.D.

Office Address



EDUCATION

- 2016 *The Ohio State University, Columbus, Ohio*
Doctor of Philosophy, Reading & Literacy in Early & Middle Childhood.
College of Education & Human Ecology, Department of Teaching Learning.
*Early childhood professional development: An experimental study of
critical factors of adult learning theory*
- 1994 *The Ohio State University, Columbus, Ohio*
Master of Arts, Art Education & Administration
*Art as an integral companion to learning: A case study of a second grade
teacher's curriculum development*
- 1988 *The Ohio State University, Columbus, Ohio*
Bachelor of Science, Elementary Education K-8

RESEARCH AND IMPLEMENTATION INTERESTS

- Evidence-based instruction for foundational and extended learning across and within standards, curriculum and content areas to improve teacher instruction and learner outcomes
- Assessment of teacher training (pre-service) and professional development (in-service) through the integration of factors of adult learning theory
- Teacher knowledge, beliefs, abilities, and approaches to teaching as these support learner outcomes
- Effective systems (state, regional, local) that support the implementation of evidence-based instruction for all learners
- Investigating the effects of literacy as a lever for school improvement

CURRICULUM VITAE
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PROFESSIONAL EXPERIENCE

- 2016 – present Director of the Office of Approaches to Teaching and Professional Learning (starting Jan. 2019)**
Literacy Administrator (July 2016- Jan. 2019)
The Ohio Department of Education
- Provide program and office direction on behalf of the Senior Executive Director of the Center of Teaching, Leading and Learning in the management and oversight of innovative practices and approaches to teaching and professional development and technical assistance for state, regional and local education agencies
 - Provide program and Center direction on behalf of the Senior Executive Director of the Center for Teaching, Leading and Learning in the management and oversight of [Ohio's Plan To Raise Literacy Achievement](#). Serve as lead author of this plan
 - Direct Digital Learning Strategist and the implementation and development of a Learning Management System, innovative teaching strategies using technology in the classroom, and inclusion of a Future Ready framework
 - Direct and oversee the Approaches to Teaching Strategist on innovative personalized learning teaching strategies that include standards-based learning, project-based learning, individualized learning implementation of STEM/STEAM learning and high school redesign
 - Direct Third Grade Reading Guarantee legislative policy implementation
 - Development and monitoring of local Reading Achievement Plans
 - Reading Achievement Plans
 - FY17: 69 required plans
 - FY18: 97 required plans
 - FY19: 96 required plans
 - Directly supervise the Third Grade Reading Guarantee Administrator
 - Coordinate and facilitate a birth to grade 12 stakeholder group focused on raising literacy achievement for all learners across Ohio. This group includes educational leaders aimed at improving literacy efforts. Members include those from the Governor's office
 - Work in partnership with the Office of Research, Evaluation & Advanced Analytics in the development and implementation of Ohio's evidence-based clearinghouse.
 - Formulate, develop, and implement policies for language and literacy core instruction (birth to grade 12; Tier 1 instruction), intervention and support (Tiers 2 and 3 instruction)
 - Work collaboratively to coordinate and implement intra- and inter-agency initiatives to provide language and literacy supports to learners at-risk for delayed development of language and literacy and those identified as having reading difficulties (birth to grade 12).
 - Direct, coordinate, and collaborate efforts across ODE offices and external stakeholders in the design, development, and implementation of evidence-based supports for Ohio's learners birth to grade 12
 - Direct 4 ODE Education Specialists (birth to age 5, kindergarten to grade 5, grades 6-8, grades 9-12)
 - In partnership with the **Office of Early Learning and School Readiness** – assist in developing supports for children birth to age 5

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- Assist in the revision of Ready Schools assessment
 - Provide guidance on early learning standards related to language and literacy instruction
- In partnership with the **Office for Exceptional Children** – lead the State Systemic Improvement Plan: Early Literacy pilot (\$20+ million initiative)
 - 15 high need districts – 1 in each region
 - Collaborate with the University of Cincinnati with data collection and the external evaluation of the implementation of the State Systemic Improvement Plan
 - Supervise implementation activities
 - Collaborate on project analysis and dissemination activities
- In partnership with the **Office for Exceptional Children** – co-lead the State Personal Development Grant (\$6 million initiative)
 - 8 high need districts, including those with high percentages of English learners
 - Collaborate with Ohio’s Dean’s Compact to study pre-service teacher preparation programs specific to language and literacy
- In partnership with the **Office of Improvement and Innovation** – lead 16 State Support Team infrastructure development to support districts focused on overall school improvement.
- Direct 17 Regional Early Literacy Specialists, housed within the 16 State Support Teams
 - Foundational learning for evidence-based language and literacy instruction
 - Professional learning for educators in evidence-based strategies
- Direct 2 Adolescent Literacy Specialists, housed within 2 State Support Teams
 - Literacy across content areas
 - Disciplinary literacy
 - Professional learning for educators in evidence-based strategies
- Direct 2 Ohio Literacy Leads
 - Develop literacy professional learning series and support state-wide implementation of Ohio’s Plan to Raise Literacy Achievement, birth to grade 12
- Program Director for the \$35 million Striving Readers Comprehensive Literacy Grant
Co-authored [Striving Readers grant proposal](#). (Awarded September 2017)
 - Direct and coordinate all state implementation activities as outlined in the grant proposal
 - Direct and coordinate the annual Literacy Academy – state-wide professional learning on evidence-based strategies birth to grade 12
 - Direct and coordinate Ohio’s Regional Support Network (SST and ESC staff)
 - Oversee technical assistance for 46 grantees
- Program Director for the \$42 million Comprehensive Literacy State Development Grant
Co-authored the grant proposal
 - Direct and coordinate all state implementation activities as outlined in the grant proposal
 - Direct and coordinate the annual Literacy Academy – state-wide professional learning on evidence-based strategies birth to grade 12
 - Direct and coordinate Ohio’s Regional Support Network (SST and ESC staff)

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- Oversee technical assistance for in state grantees
- Program Director for the \$1.2 million Model Demonstration Dyslexia Grant
Co-authored the proposal with higher education partners
 - Direct and coordinate the state implementation activities as outlined in the grant proposal
- Project lead for Learning Forward: What Matters Now three state initiative
 - Supervise the implementation of short cycle assessments in three districts: Canton City (urban), Lancaster City (small town), and Western Local (rural)
 - Develop tools and professional learning opportunities for testing within a controlled setting in order to scale to statewide implementation
- Partner to direct and lead a usability testing of the National Implementation Research Network Regional Capacity Assessment and District Capacity Assessment

2011-2016

**The Ohio State University
Crane Center for Early Childhood Research and Policy
Columbus, OH**

Project Title: *Assessing Preschool Professionals Learning Experiences*.
IES Grant (PI: Shayne Piasta, Ph.D.)

- Led codebook development for research measures (teacher, child, and classroom).
- Managed/coordinated project data processes
- Supervised research assistants
- Collaborate on project analysis and dissemination activities

2007-2011

**Education Program Manager
The Ohio State University, Center for Early Childhood Quality
Network, Columbus, OH.**

- Directed 20 State Support Team consultants in professional learning and coaching for educators centered on emergent literacy evidence-based strategies
- Created and delivered professional learning opportunities for regional and local staff
- Provided onsite technical assistance to administrators to support the implementation of evidence-based practices

2010-2013

**Consultant
Franklin County Child Development Council, Head Start, Columbus, OH.**

- Collaborated with Head Start staff to develop language and literacy trainings for assistant teachers
- Facilitated language and literacy trainings for assistant teachers

2003-2012

**Consultant
Ohio Department of Education, Columbus, OH.**

- Collaborated to develop the Early Language and Literacy Reflection Tool
- Collaborated with field faculty to develop ODE elementary Summer Institute for Reading Intervention curriculum
- Collaborated with field faculty to develop early language and literacy CORE curriculum PD for early childhood educators

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- 2005–2012** **Consultant**
Ohio Education Development Center, Granville, OH.
Contact: Dan Pallante
- Developed preschool literacy training and preschool-kindergarten transition project.
 - Facilitated literacy trainings for preschool teachers’ content (phonological awareness, vocabulary, fluency & comprehension, writing)
 - Facilitated preschool- kindergarten teacher collaborations in creating a transition plan and district transition
 - Co-facilitated Phonological Awareness training for K-3 teachers.
- January 2006 –** **Consultant**
August 2006 **University of Akron, Akron, OH.**
Contact: Lisa Lenhart, Professor of Education; Director, Center for Literacy
- Collaboratively developed the Assess-Plan–Teach Online Modules, Trainer’s Guides, and Wrap Around Modules
 - Edited preschool literacy video footage for use in modules
- September –** **Consultant**
November 2002 **Head Start Early Literacy Training, Chicago, IL / Grand Rapids, MI.**
- Developed Head Start Early Literacy Training
 - Facilitated literacy training to administration and staff (best practices, read aloud, letter knowledge, phonological awareness, written expression, language development, print & book, and literacy mentoring)
- May 2012 –** **Trainer**
August 2002 **National Head Start Early Literacy Training Team, University of Texas, Houston, TX.**
- Facilitated Head Start Early Literacy Initiative Training via five-day conferences (presented in 4 states: CA, IL, MI, and TN). Topics included: best practices, letter knowledge, and teacher mentoring
- 1999–2001** **Project Manager**
Ohio Department of Education, Columbus, OH.
- Managed Phonics Demonstration Grant for Ohio Department of Education.
 - Facilitated grant reading for Phonics Demonstration Grant
 - Observed and reported classroom implementation, teacher training, and project progress
- 1994-1995** **Program Service Representative**
Urban Gateways, The Center for Arts in Education, Chicago, IL.
- Coordinated artist residencies in Chicago public and parochial schools
 - Collaborated with artists and classroom teachers to align residencies to the language and literacy curriculum
 - Facilitated artists and teacher collaborative planning
 - Collected evaluations of the effectiveness of the collaborative partnerships through artist and teacher surveys

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- 1994–1995** **Consultant**
Mazza Collection, Gallery of Illustrators, University of Findlay, Findlay, OH.
- Developed docent training program for gallery
 - Created study guides for grades K-8
 - Lectured during Summer Institute University of Findlay

UNIVERSITY AND K-12 TEACHING EXPERIENCE

- Spring 2016** **Adjunct Professor**
Spring 2017 **Otterbein University**
Spring 2020 **Westerville, Ohio**
Phonics for early and Middle Childhood combined course
Phonics for Middle Childhood

- Autumn 2016** **Adjunct Professor**
Autumn 2017 **The Ohio State University, Department of Teaching and Learning, Columbus, OH.**
Phonics for Early and Middle Childhood
Reading Foundations

- Autumn 2014 -** **Graduate Teaching Assistant**
Autumn 2015 **The Ohio State University, Department of Teaching and Learning, Columbus, OH.**
Lead Instructor: Reading Foundations

- Autumn 2014 –** **Graduate Teaching Assistant - Online Coach**
Spring 2014 **The Ohio State University, Department of Education Workforce and Development, Columbus, OH.**
Online-coach: Graduate Teaching Associate Bootcamp

- Autumn 2013** **Guest Lecturer**
The Ohio State University, Department of Teaching and Learning, Columbus, OH.
Advanced Study in the Teaching of Reading, graduate course

- 1995-1996** **Teacher 4th/5th grade special education inclusion**
Pablo Casals Elementary School, Chicago Public Schools, Chicago, IL.
- Provided lead planning, instruction, and evaluation for 4th/ 5th grade special education inclusion and emergent bilingual classroom
 - Co-planned instruction based on individual education plans with special education teacher
 - Collaborated with grade level team to construct monthly goals and address district performance standards

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- 1992–1994**
1988-1991
- Teacher, 2nd, 3rd, and 5th grades**
Devonshire Project Adventure School, Columbus Public Schools
Columbus, OH.
- Provided lead planning, instruction, and evaluation for grades 2nd (special education inclusion classroom), 3rd, and 5th grade students on all core curriculum content
 - Co-planned classroom instruction and support based on individual education plans with district special education teachers
 - Collaborated with grade level teams to construct monthly goals and address district performance standards

- 1991 –1992**
- Teacher, 1st grade**
Absecon Public Schools, Absecon, NJ.
- Provided lead planning, instruction, and evaluation for 1st grade students on all core curriculum content
 - Collaborated with grade level team to construct monthly goals and address district performance standards

CERTIFICATES HELD

- State of Illinois, K-9, Middle School Art & Social Studies
- New Jersey Elementary, Grades K-8
- Ohio Four-Year Provisional, Grades K-8
- Certificate of Completion: Adult Learning, The Ohio State University

RESEARCH EXPERIENCE

- 2008-2012**
- Consultant**
American Institute for Research, Chicago, IL
Project Title: *Early Language and Literacy Classroom Observation (ELLCO)*
Ohio Data Collection (Contact: Katie Dalke, M.A.)
- Developed and facilitated trainings for state contracted ELLCO observers and *Data Use* training
 - Developed and facilitated recalibration trainings for state- contracted ELLCO observers

- 2006-2007**
- Coaching Coordinator**
John Carroll University, Cleveland, OH.
Project Title: Reading First Research Project (PI: Cathy Rosemary, Ph.D.).
- Led state-wide coaching initiative for early childhood teacher leaders and state-contracted literacy specialists focused on emergent literacy skills, strategies, and pedagogy
 - Developed and facilitated a state-wide literacy coaching program for teacher leaders to support early childhood educators
 - Developed and facilitated monthly literacy coaching trainings in Columbus and Cleveland
 - Collected coaching data and reported program implementation and progress

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2001-2006

Consultant

University of Texas, Houston, Center for Improving the Readiness of Children for Learning and Education, Houston, TX.

Project Title: *Preschool Early Language and Literacy Scale up Project*

(PI: Susan Landry: ODE liaison, Kathy Roskos, Ph.D., John Carroll University)

- Led project and mentored teachers for CIRCLE Literacy Project
- Facilitated the language and literacy trainings
- Provided onsite literacy coaching
- Collected teacher, classroom, and child level data.
- Provided monthly reports on project progress to the University of Texas project staff and the Ohio Department of Education.

GRANTS

Striving Readers Comprehensive Literacy Supplemental Grant

United State Department of Education \$341,125 grant to raise literacy achievement birth through grade 12. Awarded July 2018

Striving Readers Comprehensive Literacy Grant, United State Department of Education \$35 million grant to raise literacy achievement birth through grade 12. Awarded October 2017

State Personnel Development Grant, United States Department of Education \$6 million grant to build effective systems to support educator effectiveness in the implementation of evidence-based language and literacy practices. Awarded August 2017

Innovate, Communicate, and Motivate Grant, CCEC grant *Building relationships and breaking binaries: A teacher/researcher project*. Awarded February 2014

Ohio Department of Education

Project Title: *Teacher Leader Cohorts for Inclusionary Practices*. Awarded May 2012

HONORS AND AWARDS

Ohio Department of Education and the Ohio Association for the Education of Young Children: Outstanding Mentor of the Year, 2011

EHE Scholarship, Carol J. Fisher Graduate Support Fund for Reading and Literacy in Early Childhood Education. The Ohio State University Awarded July 2015

Ray Travel Award, Career Development Grant awarded by the Council of Graduate Students, The Ohio State University Awarded April 2014

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School of Teaching & Learning Travel Award, The Ohio State University
Awarded May 2014
Awarded June 2015

College of Education and Human Ecology Travel Award. The Ohio State University
Awarded May 2014
Awarded September 2015

PUBLICATIONS

Piasta, S. B., Farley, K. S., Mauck, S. A., Soto Ramirez, P., Schachter, R. E., O'Connell, A. A., ... & **Weber-Mayrer, M.** (2019). At-scale, state-sponsored language and literacy professional development: Impacts on early childhood classroom practices and children's outcomes. *Journal of Educational Psychology*.

Weber-Mayrer, M. M., Piasta, S. B., Ottley, J. R., Justice, L. M., & O'Connell, A. A. (2018). Early childhood literacy coaching: An examination of coaching intensity and changes in educators' literacy knowledge and practice. *Teaching and Teacher Education*, 76, 14-24.

Rachel E. Schachter, **Melissa M. Weber-Mayrer**, Shayne B. Piasta & Ann O'Connell (2018) What Happens During Language and Literacy Coaching? Coaches' Reports of Their Interactions with Educators, *Early Education and Development*, DOI: [10.1080/10409289.2018.1487222](https://doi.org/10.1080/10409289.2018.1487222)

Piasta, S. B., Justice, L. M., O'Connell, A. A., Mauck, S. A., **Weber-Mayrer, M.**, Schachter, R. E., ... & Spear, C. F. (2017). Effectiveness of large-scale, state-sponsored language and literacy professional development on early childhood educator outcomes. *Journal of Research on Educational Effectiveness*, 10(2), 354-378

Weber-Mayrer, M. M., Piasta, S. B., & Yeager Pelatti, C. (2015). State-sponsored professional development for early childhood educators: Who participates and associated implications for future offerings. *Journal of Early Childhood Teacher Education*, 36(1), 44-60.

Ottley, J. R., Piasta, S. B., Mauck, S. A., O'Connell, A., **Weber-Mayrer, M.**, & Justice, L. M. (2015). The nature and extent of change in early childhood educators' language and literacy knowledge and beliefs. *Teaching and Teacher Education*, 52, 47-55.

PEER REVIEWED PRESENTATIONS

Weber-Mayrer, M. M. & Piasta, S. B. (July 2017). Phonological Awareness Professional Development: An Experimental Study of Adult Teaching Practices and the Impact on Educator Knowledge. Paper to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

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- Piasta, S.B., Justice, L.M., O'Connell, A.A., Mauck, S., **Weber-Mayrer, M.**, Schachter, R.E., Farley, K.S., Spear, C.F., Strang, T.M., & Jia, R. (2017, July). State-sponsored language- and literacy- professional development for early childhood educators: Educator and child outcomes. Paper to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Schachter, R.E., **Weber-Mayrer, M.M.**, Piasta, S.B., Justice, L.M., & O'Connell (December, 2015). *Inside the "black-box" of coaching: Coaches' reports of their coaching interactions with educators*. LRA Annual Conference, *Literacy, Equity and Imagination*. Carlsbad, CA.
- Weber-Mayrer, M.M.**, Schachter, R.E., Piasta, S.B., Justice, L.M., & O'Connell (October, 2015). *What takes place during Ohio's state-wide coaching program? Suggestions for best practices to promote transformational change*. Head Start Region V Leadership and Professional Development Conference, Chicago, IL.
- Weber-Mayrer, M.M.**, Piasta, S. B., Riggie, J., Justice, L.M., & O'Connell, A. (July, 2014). *Early childhood literacy coaching: An examination of coaching intensity and changes in early childhood educators' literacy, knowledge, beliefs and practices*. Scientific Study of Reading, Santa Fe, NM.
- Weber-Mayrer, M.M.**, & Gaskins, H. (June, 2014). *Exceeding the "Standard": Addressing the principles of adult learning and their impact on professional development and teacher practices*. National Institute for Early Childhood Professional Development, Minneapolis, MN.
- Weber-Mayrer, M.M.**, & Gaskins, H. (April, 2014). *Collaboration: Setting the climate and creating a cycle*. OAEYC, Columbus, OH.
- Weber-Mayrer, M.M.**, Dynia, D. Piasta, S.B., Justice, L.M., & O'Connell, A. (November, 2013). *The quality of preschool teachers' language modeling and associations with child language*. ASHA Conference. Chicago, IL.
- Weber-Mayrer, M.M.**, & Gaskins, H. (April, 2013). *Early literacy coaching: Gaps that exist for teachers & tools for effectiveness*, ODE OAEYC Conference, Columbus, OH.
- Weber-Mayrer, M.M.**, Piasta, S.B., & Yeager Pelatti, C. (January, 2013). *Who participates in state-sponsored professional development aimed at improving the quality of early learning instruction?* College of Education and Human Resources Research Forum, Columbus, OH.
- Weber-Mayrer, M.M.**, Smith, S., Sykes, D. & Sullivan, S. (June, 2012). *Creating a culture of collaboration*. NAEYC Professional Development Institute Conference. Indianapolis, IN.

CURRICULUM VITAE
Melissa M. Weber-Mayrer, Ph.D.

Weber-Mayrer, M.M., & Smith, Sarah (October, 2011). *Ohio's teacher leader project*. Head Start Region V Leadership and Professional Development Conference, Chicago, IL.

Weber-Mayrer, M.M. (April, 2007, 2008, 2009). *The ART of coaching: A State-wide Approach for Preschool Literacy Coaching*. ODE OAEYC Conference, Columbus, OH.

Weber-Mayrer, M.M. (November, 1994). *The integration of art into various subject areas and evaluation*. Ohio Arts Education Association Conference, Columbus, OH.

*****LIST OF OHIO DEPARTMENT OF EDUCATION PRESENTATIONS AVAILABLE UPON REQUEST**

PROFESSIONAL MEMBERSHIP

Learning Forward: The Professional Learning Association
NCSI: WestEd Language and Literacy Collaborative Lead
NAEYC, National Association for the Education of young Children
OAEYC, Ohio Association for the Education of Young Children
LRA, Literacy Research Association
SSSR, Society for the Scientific Study of Reading
Transformative Learning Network
Excelined

SERVICE

Otterbein P-5 Education Advisory Board. Otterbein University, Westerville, OH.

PD facilitator and classroom volunteer
Schoenbaum Family Center (SFC). The Ohio State University
Presented: An in-depth look at teaching phonological awareness.

PD facilitator
Crane Center for Early Childhood Research and Policy
Presented: Collaborative roles: Creating a positive climate.

Reviewer
Literacy Research Association, Area 1, Preservice Teacher Education in Literacy
Review annual conference proposals.

Advisor
Learn 4 Life/Future Ready, Columbus, OH.

CURRICULUM VITAE
Melissa M. Weber-Mayrer, Ph.D.

Judge

Denman Undergraduate Research Forum, The Ohio State University

Convener

Crane Center for Early Childhood Research and Policy, Research Writing Group

ADDITIONAL PROFESSIONAL TRAINING & SKILLS

Formal training in and efficient user of:

Statistical Package for the Social Sciences (SPSS);

Carmen, Ohio State's online learning management system;

Microsoft Office Programs, including SharePoint, Excel, Publisher, PowerPoint, and others.

Online Course Design & Instruction Certification: The Ohio State University, Department of Educational Studies, *College of Education & Human Ecology*

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Ohio Department of Education
25 S Front Street, Mail Stop G01
Columbus, OH 43215-4183

Date: February 1, 2020

Agreement No: [REDACTED]

Filing Reference: This replaces previous
Agreement No. [REDACTED]

Dated: 11/8/2019

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

Distribution Base:

SWF Total Direct Salaries & Wages including all applicable fringe benefits.

Applicable To:

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

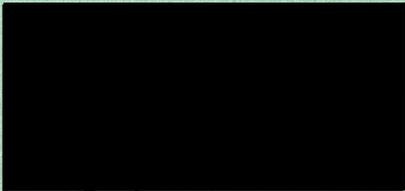
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Ohio Department of Education
25 S Front Street, Mail Stop G01
Columbus, OH 43215-4183



JAMES QUINN

Name

CFO

Title

2/3/20

Date

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450



J.F. Stader, P.E.

Name

Director, Office of Grants Administration
Title

February 1, 2020

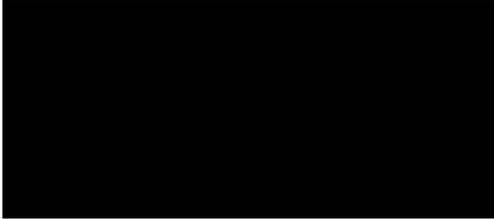
Date

Negotiator: Andre Hylton
Telephone Number: (202) 245-8109

Statement of Assurances

Evaluation Participation

If awarded an Education Stabilization Fund – Rethink K12 Education Models (ESF-REM) grant as a result of its submitted application, the Ohio Department of Education assures that it will submit information to the Department, as requested, for evaluations the Secretary may carry out.



VI. OPTIONAL APPLICATION PACKAGE ATTACHMENTS

Optional Application Checklist

Applicants should review this optional checklist once they believe they have completed their applications. The checklist contains all mandatory parts of the application. The Application Checklist is optional; however, applicants are strongly encouraged to fill in the checklist or something similar, to ensure that all requirements have been addressed and to ensure that program staff and peer reviewers can find the information in your application that addresses each applicable element from the NIA.

ED Standard Forms

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424
- Department of Education Budget Summary Form (ED 524) Sections A & B
- Disclosure of Lobbying Activities (SF-LLL)

Assurances and Certifications

- GEPA Section 427
- Assurances – Non-Construction Programs (SF 424B)
- Grants.gov Lobby form (formerly ED 80-0013 form)

Application Narrative

- ED Abstract Narrative Form
- Project Narrative Form
- Budget Narrative Form
- Other Attachments Form (Upload Appendices here)

Appendices:

- Appendix 1: Letter of support from Governor of State, pursuant to Application Requirement 6
- Appendix 2: Individual Resumes for Project Director and Key Personnel
- Appendix 3: Current Indirect Cost Rate Agreement
- Appendix 4: List of proprietary information found in the application, if applicable
- Appendix 5: Assurance that Applicant will participate in an evaluation, pursuant to Application Requirement 5

NOTE: Eligible applicants should attach all appendices to the Other Attachments Form. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section.

Attachment A– Cross-Sector Co-Design Team

Co-Designers

1. Geoff Andrews, CEO, Management Council
2. Alula Asfaw, Executive Director, Bonds of Union
3. Craig Burford, Executive Director, Ohio Education Service Center Association
4. Erica Clay, Librarian INFOhio
5. Shannon Cox, Superintendent, Montgomery County ESC
6. Paul Craft, CEO, META Solutions
7. Michelle Filon, Superintendent, Eastern Local Schools
8. Theresa Fredericka, Director, INFOhio
9. Tom Goodney, Superintendent, ESC of Central Ohio
10. Eric Gordon, CEO, Cleveland Metropolitan School District
11. Lisa Gray, President, Ohio Excels
12. Claudia Herrold, Chief Communications and Public Policy Officer, Philanthropy Ohio
13. Dave Hersh, Director, Proving Ground at Harvard University
14. Stephanie Johnson, Sr. Relationship Manager, Battelle
15. Sonya Pryor-Jones, Chief Implementation Officer, Fab Foundation
16. Dan Keenan, Executive Director, Martha Holden Jennings
17. Rae Ann Knopf, Senior Program Officer North America, Gates Foundation
18. Randy Lucas, Superintendent, East Central Ohio Education Service Center
19. Ellen McWilliams-Woods, Chief Academic Officer, Akron Public Schools
20. Matt Miller, Superintendent, Lakota Local Schools
21. Jan Morrison, Founder, Teaching Institute for Excellence in STEM (TIES)
22. Alissa Peltzman, Collaborator, Education First
23. Rich Rosen, Senior Advisor & Adjunct Faculty, Johns Hopkins University
24. Susan Stagner, Sr. VP of Business Development, Accel Schools
25. David Stein, Chair, Ohio Distance Learning Association
26. Jason Wall, Ohio Council of Community Schools
27. Matt Williams, Executive VP, KnowledgeWorks

Ohio Department of Education Team

28. Alissa Allen, Executive Assistant, Strategic Operations
29. David Baker, Executive Director, Student Supports
30. Kimberly Bell, Education Program Specialist
31. Sherry Birchem, Director, Learning & Instructional Strategies
32. Heather Boughton, Director of Research, Proving Ground at Harvard University
33. Paolo DeMaria, Superintendent of Public Instruction
34. Scott Hunt, Executive Director, Field Relations
35. Marva Jones, Sr. Exec. Director, Continuous Improvement
36. Melissa Weber-Mayrer, Director, Teaching & Prof. Learning
37. Edith Nkenganyi, Special Projects and Policy Liaison
38. John Richard, Deputy Superintendent
39. Julia Simmerer, Sr. Exec. Director, Teaching, Leading & Learning
40. Marsha Ward, Project Manager, Implementation Unit
41. Chris Woolard, Sr. Exec. Director, Performance and Impact
42. Shaun Yoder, Chief Strategy Officer

There was a problem attaching a file(s).

The file was missing in the application package
submitted through Grants.Gov

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE

The budget for Ohio’s Education Stabilization Funding – Rethink K-12 Education Models grant funding has been developed to support project goals and objectives. Each budget category is outlined below.

1) Personnel - Title and duties of each position compensated under this project; Salary for each position under this project; Amounts of time, such as hours or percentage of time to be expended by each person under this project; Importance of each position to the success of the project; Basis for cost estimates or computations.

Positions Compensated Under this Grant	% of Time Dedicated to Grant	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
A. Educational Consultant 3	100%				
B. Educational Consultant 3	100%				
C. Project Manager 3	Up to 20%				
Personnel Total					
Basis for cost estimates or computati					
<p>The salary represents funding of two (2) full-time staff positions is based on the average Department cost for the Educational Consultant 3 state classification with 3% annual increase, and up to 20% of the time of an existing senior project manager using current payroll data.</p>					
<p><i>(A, B) Education Consultant duties:</i></p> <ul style="list-style-type: none"> • Work with RemoteEDx host organization to manage the exchange content; • review proposed education models against a document rubric prior to inclusion on the exchange; • review proposed RemoteEDx content to ensure quality products aligned to state education standards; and 					

- work in collaboration with the RemoteEDx Support Squad to provide guidance to exchange contributors, as well as schools, teachers, parents, and students to enhance their experience on the exchange

(C) Project Manager duties:

- Provide guidance and support to the contracted project manager; and
- Assist contracted project manager in navigating internal resources and processes (fiscal, procurement, etc.)

Importance of each position to the success of the project:

(A, B) The Educational Consultants are vital to the success of this program. These positions are responsible for ensuring that the educational models included on the RemoteEDx are credible, transformative, and align to the academic standards.

(C) The Project Manager 3 position is responsible for providing needed support to the contracted project manager in order to ensure their success as well as the success of the program.

2) Fringe Benefits – *Fringe benefit percentages of all personnel included and provide the rate and base on which fringe benefits are calculated:*

Fringe Benefit – By Position	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
A. Education Consultant 3				
B. Education Consultant 3				
C. Project Manager 3				
Fringe Benefit Total				
Basis for cost estimates or computation				
Fringe benefit percentage rate is calculated at 35% of the salary for all listed personnel.				

3) Travel

- *Purpose of travel, how it relates to project success, how it aligns with the project goals and objectives, and which program participants or staff will participate:*

- Travel costs will be incurred by ODE staff responsible for supporting the RemoteEDx as they work with providers, schools, teachers, parents, and students. Whenever possible, this support will be provided remotely; however, some visits may require in-person visits.
- *Submit an estimate for the number of trips, points of origin and destination and purpose of travel, submit an itemized estimate of transportation and/or subsistence costs for each trip, and provide the basis for cost estimates or computations:*

Item	Bases for Estimate	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
A. ODE Staff (multiple personnel, including leadership)					
Mileage	.52 cents per mile (state rate) x 80 miles (average trip) x 150 trips per year	\$6,240	\$6,240	\$6,240	\$18,720
Hotel	1 night stay for the most remote areas of the state: \$96 (state rate) x 30 (20% of trips)	\$2,880	\$2,880	\$2,880	\$8,640
Per Diem	2 days per diem for trips that include hotel: \$65 (average state rate) x 30 (20% of trips)	\$3,900	\$3,900	\$3,900	\$11,700
B. Contractor Reimbursement					
Mileage	.52 cents per mile (state rate) x 80 miles (average trip) x 30 trips per year	\$1,248	\$1,248	\$1,248	\$3,744

Hotel	1 night stay for the most remote areas of the state: \$96 (state rate) x 6 (20% of trips)	\$576	\$576	\$576	\$1,728
Meals	2 days reimbursement for trips that include hotel: \$65 (average daily cost) x 6 (20% of trips)	\$780	\$780	\$780	\$2,340
Travel Total		\$15,624	\$15,624	\$15,624	\$46,872

4) *Equipment* – Not applicable

5) *Supplies*

- *Provide itemized estimate of materials and supplies by nature of expense or general category, purpose of the supplies and how they relate to project success, and basis for cost estimates or computations:*

Supplies	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
Supplies and Technology-related Purchases	\$2,000	\$2,000	\$2,000	\$6,000
Purpose of supplies: Printing, computer and cell phone for ODE personnel				
Basis for cost estimates or computations: Estimate supplied by the Department’s Fiscal team				

6) *Contractual*

(a) Development, Hosting, Curation, and District Participation related to the RemotEDx System, Remote Learning Academy

- *Purpose and relation to project success:* The RemotEDx system will be the hub where innovation related to courses, family engagement and professional

development takes place. It is critical to project success, because it is the core of the project and is required for all other deliverables.

- *Describe the products to be acquired and/or the professional services to be provided:*

The contract will include the design, development, hosting, and maintenance of the system. The contract will also include curation of the exchange content to make sure it aligns with the Ohio Learning Standards, as well as payment of associated District Participation Fees using a model that will be developed with the creation of the exchange. The RemotEDx System will host an annual Remote Learning Academy.

- *Provide a brief justification for the use of the contractors selected:* INFOhio is a quasi-government entity and an existing provider of online courses for Ohio educators, families and students. The existing platform will be leveraged and enhanced to allow for greater reach, innovation and a higher level of family engagement

- *Identify the name of the contracting party, including consultants, if available:*
INFOhio is the party ODE intends to contract with, Ohio Procurement Standards allow for the Department to contract directly with INFOhio for work related to online coursework

- *Provide the cost per contractor:*

Contract	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
RemotEDx Platform, Hosting, Curation, District Participation, Remote Learning Academy	\$3,000,000	\$2,500,000	\$1,925,000	\$7,425,000

- *Provide the amount of time that the project will be working with the contractor:* We will work with this contractor throughout the entirety of the grant

- *Provide the basis for cost estimates or computations:* Cost estimates provided by Ohio Department of Education IT team and Fiscal Team

(b) RemoteEDx Support Squad Contracts

- *Purpose and relation to project success:* These contractors will act as network facilitators, providing customized support to schools and districts in the selection, identification, integration and implementation of high-quality remote learning strategies across the state. They will ensure that districts and teachers are aware of, and have access to, the quality remote learning education models available on the RemoteEDx that best match their needs.
- *Describe the products to be acquired and/or the professional services to be provided:* Contractors will be providing professional development and technical support via presentations, phone support and individual in person coaching. These individuals will master the system and its offerings, they will then provide high levels of service to the sub-groups, making recommendations based on knowledge, experience and a deep understanding of the student, family, and/or teacher needs.
- *Provide a brief justification for the use of the contractors selected:* A RFP/RFR process will be used to select these contractors.
- *Provide the cost per contractor:*

Contract	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
Support Squad (30 x average \$66,668)	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000

- *Provide the amount of time that the project will be working with the contractor:* We will be utilizing these contractors for the entirety of the grant; however, the contracted individuals may not be engaged at 100%.

- *Provide the basis for cost estimates or computations:* Prepared by the Department’s Fiscal team

(c) RemotEDx Connectivity Crusaders

- *Purpose and relation to project success:* The Connectivity Crusaders will be focused solely on bridging the connectivity gap by working with schools to identify students that have internet accessibility issues including both hardware and/or an ISP. The Connectivity Crusaders will work locally, regionally or statewide to negotiate better deals for students in need.
- *Describe the products to be acquired and/or the professional services to be provided:* The regionally deployed Crusaders will be working with schools to identify areas needed for improvement, connecting to broader state efforts and interfacing with internet, cable and cell phone providers, etc..
- *Provide a brief justification for the use of the contractors selected:* A RFP/RFR process will be used to select these contractors from among the state’s regional Information Technology Centers, who support schools in various technology-related areas.
- *Provide the cost per contractor:*

Contract	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
Connectivity Crusaders	\$700,000	\$700,000	\$700,000	\$2,100,000

- *Provide the amount of time that the project will be working with the contractor:* We will be utilizing these contractors for the entirety of the grant.

- *For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award:* We plan to engage regional contractors. It is the intent to award the contract to one or more organizations to carry out the work rather than contracting for individuals. The individuals utilized by the selected ITCs to complete this work may vary throughout the life of the project depending on the identified need.
- *Provide the basis for cost estimates or computations:* ODE’s IT department provided estimates

(d) RemotEDx Feedback Loops

- *Purpose and relation to project success:* In order for this project to be successful the department will require constant feedback about user interface, ease of use, quality of content and several other metrics. We will contract with a firm to collect this data on our behalf and present it back to the Department and associated development partners.
- *Describe the products to be acquired and/or the professional services to be provided:* Both developer and end-user data collection on a variety of metrics allowing for easily accessed feedback loops and continuous improvement. Presentation of the data back to the Department and Stakeholders with recommendations for improvement.
- *Provide a brief justification for the use of the contractors selected:* A RFP/RFR process will be used to select these contractors.
- *Provide the cost per contractor:*

Contract	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
RemotEDx Feedback				

- *Provide the amount of time that the project will be working with the contractor:* The Contractor will be involved from launch of RemotEDx to conclusion of grant
- *Provide the basis for cost estimates or computations:* The Department’s Fiscal team provided the estimates based on previous similar contracts.

(e) Project Manager

- *Purpose and relation to project success:* The Department will be seeking a contractor to manage all aspects of the grant. They will oversee development of the platform, work with internal and external stakeholders to move the project forward and assign tasks to evaluators, staff, support squad, and connectivity crusaders. It is important to devote a FTE to this work with experience in e-learning improvement and platform launch and management
- *Describe the products to be acquired and/or the professional services to be provided:* We expect to contract with an expert project manager with the skill set needed to manage, improve and complete the objectives of the grant
- *Provide a brief justification for the use of the contractors selected:* The Department will utilize the state’s IT procurement process for engaging this resource.
- *Provide the cost per contractor:*

Contract	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
Project Manager	[REDACTED]			

- *Provide the amount of time that the project will be working with the contractor:* The Department will utilize these services for the entirety of the grant and the selected resource will be engaged at 100%. Year 1 costs are affected by the procurement process, which will begin upon notification of award.

- *Provide the basis for cost estimates or computations:* Estimates provided by ODE
Fiscal team

(f) RemoteEDx Coordinating Council

- *Purpose and relation to project success:* The RemoteEDx Coordinating Council plays a vital role in the success of the program. This group will steer the work.
- *Describe the products to be acquired and/or the professional services to be provided:*
We expect to contract with a recognized education organization that will work with the Ohio Department of Education and INFOhio to coordinate and facilitate the Coordinating Council meetings. The Department expects to provide minimal travel reimbursement to Council members when participating in in-person meetings.
- *Provide a brief justification for the use of the contractors selected:* A RFP/RFR process will be used to select this contractor.
- *Provide the cost per contractor:*

RemoteEDx Coordinating Council	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
A. Council Meeting Coordination and Facilitation (4 meetings per year @ \$4,500 per meeting)				
B. Council Member Reimbursement (20 members x \$200 x 4 meetings)				
RemoteEDx Coordinating Council Total				

- *Provide the amount of time that the project will be working with the contractor:* The Department will utilize these services for the entirety of the grant; however the selected resource will not be engaged at 100%.

- *Provide the basis for cost estimates or computations:* Estimates provided by ODE

Fiscal team based on previous similar contract engagements.

Total Contractual Costs

Contractual Costs	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
(a) RemoteEDx Platform, Maintenance, Curation, and District Participation	\$3,000,000	\$2,500,000	\$1,925,000	\$7,425,000
(b) RemoteEDx Support Squad	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000
(c) RemoteEDx Connectivity Crusaders	\$700,000	\$700,000	\$700,000	\$2,100,000
(d) RemoteEdx Feedback Loops	\$300,000	\$300,000	\$300,000	\$900,000
(e) Project Manager	\$200,000	\$235,000	\$235,000	\$670,000
(f) RemoteEDx Coordinating Council	\$34,000	\$34,000	\$34,000	\$102,000
Total Contractual Costs	\$6,234,000	\$5,769,000	\$5,194,000	\$17,197,000

7) *Construction:* Not applicable

8) *Other:* Not applicable

9) *Total Direct Costs:* Sum of expenditures, per budget category, of lines 1-8:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	3 Year Total
1. Personnel				
2. Fringe Benefits				
3. Travel	\$15,624	\$15,624	\$15,624	\$46,872

4. Equipment	0	0	0	0
5. Supplies	\$2,000	\$2,000	\$2,000	\$6,000
6. Contractual	\$6,234,000	\$5,769,000	\$5,194,000	\$17,197,000
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)				

10. Indirect Costs: The indirect cost rate agreement in place for the Ohio Department of Education is 11.6% of salary and fringe benefits.

Indirect Cost Rate	Salary and Fringe Benefits	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total Cost
11.6%	A. Educational Consultant 3 (\$99,784)				
11.6%	B. Educational Consultant 3 (\$99,784)				
11.6%	C. Project Manager /Project Director (\$32,400)				
Indirect Costs Total		\$26,908	\$27,603	\$28,318	\$82,829

11. Training Stipends: Not applicable

12. **Total Costs:** Sum of direct costs, indirect costs, and stipends and provide total costs for each year of the project as well as grant total cost for the entire project period (60 months):

Budget Categories	Project Year 1	Project Year 2	Project Year 3	5 Year Total
1. Personnel	[REDACTED]			
2. Fringe Benefits				
3. Travel	\$15,624	\$15,624	\$15,624	\$46,872
4. Equipment	0	0	0	0
5. Supplies	\$2,000	\$2,000	\$2,000	\$6,000
6. Contractual	\$6,234,000	\$5,769,000	\$5,194,000	\$17,197,000
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	[REDACTED]			
10. Indirect Costs				
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	[REDACTED]			

Attachment B – Remote Education Support Partners & Prospective Exemplars

SUPPORT PARTNERS

INFOhio	Page 2-4
Education Service Centers (ESCs)	Page 5-7
Remote Learning Alliance	Page 8-10
Information Technology Centers (ITCs) and the Management Council of the Ohio Education Computer Network	Page 11-12
Ohio Distance Learning Alliance	Page 13-14

PROSPECTIVE EXEMPLARS

Ohio STEM Learning Network	Page 15-16
StartSOLE	Page 17-18
Teaching Institute for Excellence In STEM (TIES)	Page 19-21
Bonds of Union	Page 22-23

INFOhio, Ohio's PreK-12 Digital Library, transforms student learning by providing equitable access to quality resources and cost-effective instructional and technical support for all of Ohio's 1.9 million students, their families, and their teachers, regardless of location, age, or economic status. In the more than 30 years since its inception, INFOhio—a program of The Management Council of the Ohio Educational Computer Network, an integrated statewide technology solutions delivery system composed of 18 regional Information Technology Centers (ITCs)—has demonstrated success and functional expertise in communicating and collaborating effectively with a variety of stakeholders and scaling services at a statewide level. These services include curating and licensing digital content that is high-quality and standards-aligned; building and supporting online platforms to support teaching and learning for educators and students; and creating and delivering technical and instructional support, along with professional development materials and opportunities, through a variety of platforms to meet user needs.

With a primary focus on supporting the schools and students with the greatest need, the digital content curated and licensed by INFOhio, and the online platforms built and supported by INFOhio, are available at no cost to Ohio schools. Digital content is evaluated by educators and selected to meet the needs of all students. Serving those with intellectual disabilities and those needing enrichment, digital content includes built-in features to increase engagement and support students with visual and hearing impairments and emerging and reluctant readers. During the 2019-2020 school year, INFOhio's content and services were used by students and educators in all school types—public, nonpublic, community, career tech, e-school, and home schools—across all 88 counties.

Digital Content: INFOhio curates and licenses quality, standards-aligned, digital curriculum materials and instructional resources that support remote, blended, and hybrid teaching and learning. INFOhio works with content providers and ITCs to establish and enable authentication methods that ensure seamless access, 24/7, from any Internet-connected device in the classroom, at home, or on the go. INFOhio's digital resources for students include hundreds of thousands of full text digital content and electronic media selected to support Ohio's Learning Standards and special learning initiatives. See INFOhio's current collection of [Digital Resources](#) and [ISearch](#).

Platforms: INFOhio builds and supports online platforms and tools for students and educators. Web tools for students support blended and project-based learning initiatives and help students develop inquiry and critical thinking skills needed for current and future success. Web tools for educators include a platform for Ohio PreK-12 educators and supporting agencies to collaborate while curating, creating, and sharing digital learning content. Additionally, INFOhio has developed tools and systems to host and call thousands of aligned digital curriculum materials—including lesson plans, learning activities, assessments, and more—that teachers can use for remote, blended, and hybrid teaching and learning. For students, see the following tools and their accompanying teacher guides: [Book Nook](#); [Go! Ask, Act, Achieve](#); [IWonder](#), [Research 4 Success](#). For educators, see [Educator Tools](#) and [Open Space](#).

Professional Development, Training, and Support: INFOhio creates and delivers technical and instructional support, along with professional development materials and opportunities, through which educators learn best practices for using INFOhio's digital content and web tools, integrating technology into instruction, and adopting strategies that support curriculum and

positively impact student learning. Educators can earn contact hours or college credit through a variety of self-paced, online learning options. Education agencies can use INFOhio training curriculum, at no cost, to construct and lead their own professional development offerings. Through INFOhio's coaching programs, Ohio PreK-12 educators receive training on best practices for integrating INFOhio digital resources into instruction and curriculum and become certified to share their learning with their colleagues, other Ohio educators, and parents. As of June 2020, INFOhio has 358 certified INFOhio Integration Coaches ([ICoaches](#)) in 234 districts covering 74 counties, and 78 certified INFOhio Integration Partners ([IPartners](#)) in 60 education agencies including ESCs, ITCs, public and academic libraries, Ed Techs, State Support Teams, and more. See [INFOhio Campus](#).

Family and Social Emotional Learning Support: INFOhio provides family and Social Emotional Learning supports through several tools. Parents of early learners can find healthy ways to combine learning and technology in the [Parents](#) area in [INFOhio's Early Learning Portal](#). Parents of students of all ages will find answers to questions about learning—whether in the classroom or at the kitchen table—on INFOhio's [Parents page](#). Educators will find lesson plans and learning activities to support Social Emotional Learning in INFOhio's Educator Tools.

Collaboration and Strategic Partnerships: INFOhio engages in cost collaboration with key state library partners to license large collections of vital digital content. This reduces duplication in the administration of the bidding and content evaluation processes and allows INFOhio to acquire more than three times the content we could if we did it alone. This also allows us to curate a collection that supports the learning needs of all Ohioans at all stages of life.

Through the INFOhio IPartner program, staff in education agencies including ESCs, ITCs, public and academic libraries, Ed Techs, and State Support Teams receive free training on INFOhio online tools and digital resources. Those staff are certified to use INFOhio training materials to construct their own professional development and training programs. INFOhio's investment in providing the initial training and the training materials makes it possible for those partnering agencies to reach more educators than INFOhio could reach on our own.

With additional funding, INFOhio would:

- develop and support the platform that allows for member content submission, creation, curation, and collaboration for the Transformative Education and Remote Learning Marketplace/Commons/Hub in collaboration with other model agencies and the Ohio Department of Education;
- provide technical and instructional support to other model agencies and the Ohio Department of Education for contributing content to the Marketplace/Commons/Hub;
- deliver training to other model agencies and the Ohio Department of Education on best practices for using the collaboration, curation, and authoring tools in the platform for the Marketplace/Commons/Hub;
- curate additional digital learning and curriculum resources to support remote, blended, and hybrid teaching and learning that all Ohio PreK-12 schools could use at no cost;
- align additional digital content to Ohio Learning Standards;
- ensure seamless access to digital learning and curriculum resources to support remote, blended, and hybrid teaching and learning through the INFOhio website;

- develop and deliver professional development and training materials on new digital learning and curriculum resources;
- provide first-line technical and instructional support for all digital resources and platforms licensed or hosted by INFOhio;
- expand communication with stakeholders and users, soliciting user input to determine user needs, to ensure that the goal of improving equity in remote learning is achieved.

As we have for more than 30 years, INFOhio, a program of the Management Council, will support areas with the greatest need by continuing to curate premium digital content and build and support online teaching and learning tools that can be used at no cost by all Ohio's PreK-12 students, educators, and parents.

Educational Service Centers

Ohio's 51 Educational Service Centers (ESCs) are local education agencies (LEAs) that are large-scale, regionally-located educational support agencies that enhance the ability of schools and education professionals to provide access to high quality educational opportunities for all students regardless of where they live and attend school.

ESCs are the largest component of the state's Educational Regional Service System (ERSS), which has the statutory mandate to support state and regional education initiatives and efforts to improve school effectiveness and student achievement. The primary ESC service areas are centered around 1) curriculum and instruction, 2) school improvement, 3) professional development, 4) special education and related services, 5) preschool, and 6) implementation of statewide initiatives charged to the ESCs by the Ohio General Assembly or department of education.

The primary audience for ESC services are schools and school districts and community-based organizations serving schools. All districts under 16,000 ADM are required to be aligned to an ESC, while those over 16,000 ADM can opt into aligning with an ESC.

Ohio's ESCs provide both contracted and state required services to all **610** public school districts, **165** chartered non-public schools, and **99** charter schools. ESC services impact well over **1.5 million** students – inside of this, ESCs provide direct services to approximately **269,000** students many of whom are at-risk. ESCs also support education professionals. In the 2018-2019 school year, Ohio's ESCs hosted 6,692 discrete professional development offerings attended by over 205,000 educators and education stakeholders. ESCs also lead over 90% of the state's Business Advisory Councils connecting schools and the business community.

Ohio's 51 ESCs are geographically located across the state of Ohio to ensure proximity of service delivery. Ohio's ESCs employ over 14,000 full-time staff and deliver nearly \$1.4 billion in educational support services to Ohio's students and schools annually. ESCs have various job-a-like networks that include over 200 curriculum and instruction staff, content areas specialists (math, science, english language arts, social studies), 37 directors of technology, 55 family and community liaisons, 69 regional data leads (RDLs), 517 school psychologists and 157 counselors and social workers as well as directors of special education, school improvement, gifted education and more.

In response to the COVID-19 pandemic, and in support of the work of the High School Redesign Taskforce and the statewide strategic plan for education, *Each Child, Our Future*, 150 curriculum and instruction and school improvement staff, content area specialists and others from 31 ESCs have collaborated around a Reframing Education Initiative and workgroup. The vision of this Reframing Education collaborative effort is to create a decision-making framework to support districts as they consider best practices that have emerged as a result of school closures, have authentic conversations about instructional expectations and make plans to reframe and rethink the delivery of high quality educational opportunities for all students and schools. This collaborative approach also seeks to leverage ESC's direct relationships with the 16 State Support Teams (SSTs) and 69 Regional Data Leads (RDLs) – all of which are ESC employees - and with Ohio's network of information technology centers (ITCs).

Other innovative ESC networks include the Remote Learning Alliance. The Remote Learning Alliance (RLA) is a group of educational organizations committed to the collective impact of helping districts make a smooth and impactful transition to remote learning. The Educational Service Centers of Central Ohio, Montgomery County, Northeast Ohio, and Hamilton County serve as founding partners. Membership is open to all districts and ESCs, especially districts who serve the state's most marginalized populations.

Ohio's ESCs partner directly with the state of Ohio and the Ohio Department of Education around the implementation of 1) School Improvement through the 16 state support teams (SSTs), 2) School Climate Grants through the PBIS network, 3) Teacher and Principal Evaluation Systems (OTES/OTES2.0/OPES) and the effective use of data to inform instruction through the regional data leads (RDLs).

ESCs are also actively engaged in efforts to enhance remote learning in their own organizations and with their client school districts. According to June 2020 survey data from the Ohio ESC Association:

- **100%** of ESCS indicated they are providing professional development related to educational technology and remote learning.
- **89%** provide teletherapy services for students with disabilities utilizing ESC-based therapy staff.
- **57%** provide online instruction specially designed for students with disabilities using a combination of ESC staff and external providers like Vizzle.
- **52%** of Ohio's ESCs identify, review and approve content providers and other curriculum and instruction resources on behalf of school districts.
- **47%** provide a full online curriculum option for client school districts.
- **30%** provide online instruction using synchronous two-way interactive video distance learning.

In the 2018-2019 school year, Ohio's ESCs hosted 6,692 discrete professional development offerings attended by over 205,000 educators and education stakeholders. During the COVID-19 pandemic and resulting school closures, 100% of ESCS indicated they are providing professional development related to educational technology and remote learning including technology integration (77%), remote learning (77%), Google for Education (77%), Future Ready Framework (30%), digital literacy (46%), instructional strategies (84%), digital citizenship (23%), and other including SEL, assessment practices, Project Based Learning, Modern Teacher.

ESCs serve as the "boots on the ground" support of statewide efforts and can support the Rethinking K-12 Education models grant and related efforts with the following: the identification, review/vetting and procurement of providers of courses and content; ensuring curricular alignment to state standards; curation of instructional resources by content area; technology integration into instruction; building administrator and teacher capacity to deliver instruction successfully in a remote learning environment; and ongoing technical assistance and support. Further, ESCs have the ability to provide direct instruction and delivery of hard to staff subject areas and accelerated courses through interactive video; the East Central Ohio ESC, Muskingum Valley ESC and Northeast Ohio ESC currently provide this direct instruction through their partnership with the Ohio Distance Learning Association.

ESCs also offer a variety of social and emotional learning and other behavioral health supports. Ohio's ESCs have been trained by the Ohio Department of Education staff around PBIS to support implementation of the State's School Climate Grants and are an integral part of the statewide PBIS network in partnership with SSTs. Additionally, ESCs employ 157 counselors and social workers as well as 517 school psychologists and provide services around PBIS, PAX, trauma informed care and other social emotional learning supports.

ESCs often coordinate with other partners to maximize remote learning/service without creating duplication - this mandate is engrained in 3312.01 of the Ohio Revised Code. Ohio's ESCs are also members/owners of the state's information technology centers (ITCs) and work to coordinate service delivery. Whereas ITCs focus on technology infrastructure and data collection, ESCs focus on curriculum and instruction and the effective use of data to inform instruction; it is a symbiotic relationship. Likewise, Ohio's ESCs often partner with Ohio's 8 education technology centers that are affiliated with the state's public broadcasting stations to develop lessons plans for teachers that are aligned to public broadcasting content. Additionally twelve Ohio ESCs have 19 iPartners through InfOhio. The INFOhio Integration Partner program, or IPartner program, is for staff in Ohio education agencies—ESCs, ITCs, Ed Techs, universities, public or academic libraries, and more—who are interested in learning and sharing about INFOhio's digital content and web tools and how to integrate them into PreK-12 instruction.

As a partner in the Rethinking K-12 Education Models grant, additional funding would enhance the scope and reach of remote learning opportunities to all students in Ohio. Additional funding can be utilized to leverage existing programs and services, create new opportunities and offerings and scale those opportunities statewide with a focus on equal opportunity for all students – a key component of the statewide strategic plan for education, *Each Child Our Future*.

Equity of opportunity is central to the role of ESCs. As consortia-based service delivery models, ESCs pull together the collective resources of client school districts to ensure access to high quality opportunities for all students. This is a foundational design element of the ESC organization. ESCs provide direct services to many underserved and at-risk youth. For example, 43 ESCs operate 106 general education preschools and 456 integrated special education preschool classrooms; 43 operate ED/SBH classrooms; 41 operate MD classrooms; 37 operate alternative schools for at-risk youth; and 18 operate dropout recovery schools. Because of their geographic proximity and requirement that they serve all school districts, ESCs are well positioned to ensure equal access to high quality opportunities for all.

The Remote Learning Alliance was created in direct response to the Executive Order issued in March 2020, that closed public schools, but required public education to move forward as a result of the COVID-19 Pandemic.

The Remote Learning Alliance (RLA) is a group of educational organizations committed to the collective impact of helping make the transition to remote learning as easy and robust as possible for Ohio school leaders, teachers, and support personnel.

The Educational Service Centers of Central Ohio, Montgomery County, Northeast Ohio, and Hamilton County serve as founding partners to give a broad reach to district service provision across the state of Ohio. All districts and ESCs are welcome to participate in the collective impact the Remote Learning Alliance provides, especially districts who serve our most marginalized populations.

Remote Learning Alliance strives to meet these four goals:

1. Support school leaders, teachers, and support personnel as they operationalize their continuity of education plans
2. Engage all regions of Ohio who wish to participate in the Remote Learning Alliance
3. Serve as hub for school districts to scale learning opportunities, resource sharing, and support
4. Partner with the best remote learning experts in the nation who can help us support our schools

To achieve its mission, the Remote Learning Alliance leverages all available resources, including: new and existing technology; local and national expertise; and current and future public funds and grants. Specific services currently include

- Professional Learning
- Remote Learning Training
- Needs Assessments
- Reopening Checklist
- Strategic Planning
- K-12 Online Curriculum
- Professional Networks
- Graduation Support
- Learning Management Systems
- Content Management Systems
- Digital Resource Organization
- Virtual Summer School Modules
- Curriculum Access and Development

- Tech Support
- Device Procurement
- Vendor vetting and contract brokerage

Since March, 25 districts have engaged in the Remote Learning Alliance in some capacity, while 13 districts in Franklin, Preble, and Montgomery counties have begun Digital Convergence training with their staffs in order to stand up Remote Learning options for students who choose not to return to a physical school building for the 2020-2021 school year or when a district may need to switch over to a full remote learning environment. It is our belief that blended and remote learning environments will not fade away with the discovery of a COVID-19 vaccination, but rather will have already established their well deserved place in public education as best practice. Additionally, over 200 online events for networks of role-alike professionals have occurred through a partnership with the Buckeye Association of School Administrators allowing for hundreds of school personnel to meet weekly to embrace COVID-19 impacted practices. The importance of these digital networking meetings has set the stage for on-going statewide collaboration, even post COVID-19.

As we continue to move districts through continuity of education planning for the 2020-2021 school year and beyond, we know social and emotional well-being will continue to be vital for students and staff. Montgomery County, specifically, and others provide a variety of SEL resources and training including but not limited to: integrated online curriculum, SEL consultation, prevention programming, whole child planning, and family engagement in a digital world to ensure districts have the resources needed to support staff and student social and emotional wellness. Montgomery County ESC represents OESCA on the Ohio Department of Education's Collaborate State Initiative Team led by CASEL.

Just as important as an intentionality in SEL services, the Remote Learning Alliance intentionally works through an Equity Lens as we embrace a collective impact model. Most specifically we understand districts who serve the most marginalized students have had the hardest time adequately serving students during the mandated school building closures. The Remote Learning Alliance prioritizes quality teacher and curricular access for students, while understanding device access and internet security are also evidence of inequities in our most challenged school districts. Since standing up RLA, in Montgomery County over \$280,000 of local philanthropic dollars has been secured for device procurement to maximize bulk ordering on behalf of high Socioeconomic Districts in Montgomery County. This process can now be replicated by other participating ESCs. ESCs naturally have been hubs for collaborative efforts.

The Remote Learning Alliance Steering Committee meets weekly to ensure all partners provide services without competitive duplication in addition, they have an advisory portion of the committee who represent varied districts in order to ensure the "field" views are adequately represented. This group has also refined protocols for districts and ESCs choosing to collaborate within the alliance so that the collective impact model is respected. This allows for an equitable distribution of service with an access point for everyone who subscribes to the mutually held mission of the Remote Learning Alliance. Part of the protocol is the use of an established and vetted needs assessment. This allows the alliance to yield effective results by meeting the needs of the individual districts, again through an equity lens.

The role the Remote Learning Alliance can play in this grant, is to serve as the hub from which many partners can provide their niche services. Through our OESCA network, even the ESCs that may not be staffed adequately, can provide regional assistance to their districts by tapping into the alliance's full roster of partners, thus leveraging the resources to the entire state.

Funding through this grant would support the availability of RLA partners' service to all districts in the state of Ohio. Further, the use of federal dollars can engage other funders who believe private/public partnerships are a way to leverage braided funding in a way that alleviates funding burdens on sole source providers. This is an authentic outcome of a true collective impact model. And last but not least, we have hovered our proverbial mouse over 21st Century Learning and Teaching for two decades now. Funding through this grant will allow us to finally click our mouse and truly join the 21st Century by engaging in a model education that allows for the fluent navigation between and among remote learning, blended learning and face-to-face learning, while caring for our students and staff. All of which are appropriate and needed in this time of COVID-19 and beyond. But to truly rethink education we must be confident that we are able to tangibly re-tool education. By using a true collective impact model, the Remote Learning Alliance will enable districts to do just that.

Additional partners also involved in this particular grant application include: ohio Department of Education, OESCA, Ohio STEM Learning Network, TIES, INFOhio, and StartSOLE.

The Management Council and Ohio's Information Technology Centers

Supporting Ohio's schools through both administrative and educational technologies, the Ohio Education Computer Network is made up of Ohio's 18 Information Technology Centers (ITCs) and their coordinating body, called the Management Council (which includes the INFOhio program and serves as the fiscal agent for the Ohio Distance Learning Association).

Initiated over 40 years ago, the ITCs provide five statutorily articulated core functions for Ohio's 600+ school districts. These applications include fiscal (accounting, payroll, human resources, etc.), student (scheduling, grading, attendance, demographics, etc.), digital resources (library automation, journals, digital content, etc. – through INFOhio), Internet connectivity, and EMIS data collection (the statewide accountability and information system). Each ITC also provides data services, network and video support, and a multitude of other technology solutions.

The Management Council engages in statewide coordination of ITC services and technology vendor relationships while optimizing partnerships with other statewide associations that represent ESCs, superintendents, school boards, treasurers, public television stations, the Broadcast Education Media Commission, and philanthropic sources. The Management Council also provides an array of services through grants and contracts for the Ohio Department of Education and other governmental agencies.

Through this work, the Management Council and the ITCs provide services to all of the public schools and many of the non-public schools in Ohio, impacting essentially all of Ohio's 1.7M K12 population. The services, however, extend well beyond back office and administrative operations. In addition to the digital learning resources and professional development that ITCs and the Management Council provide through INFOhio, many ITCs are partnered with ESCs to provide web-based options for remote learning. Moreover, ITCs and the Management Council are the providers of extraordinarily low-cost Zoom professional video conference licensing to schools, and have been instrumental in arranging remote learning capabilities for students, particularly in underserved areas of the state.

This has been accomplished through exterior and mobile installations of Internet connectivity and through negotiations with providers for low cost hotspots and reduced rates for data usage in underserved areas. Management Council and ITCs have leveraged INFOhio digital resources and training, ESC curricular and instructional expertise, and vendor academic content to optimize these devices and connectivity for remote learning, particularly for underrepresented students. Furthermore, the Management Council and the ITCs recently undertook an effort to map student device access (computer, Chromebook, tablet, smartphone) and Internet connectivity to the level of detail of mapping these two critical capabilities for remote learning for every student address in the state in an effort to fully appreciate the magnitude of the challenge of providing remote learning to every student home.

The video licensing, connectivity and device mapping, as well as outdoor and mobile hotspots not only enables remote learning by connecting students to their own classes and schools, this

expansion of connectivity will enable Ohio to implement a “StubHub”-type class and seat statewide exchange that will exponentially expand the opportunities for students to access resources, classes and curriculum that were never previously available. The Management Council and partner ITCs have embarked on software development that will make this exchange a reality – additional funding would expedite this service. Having this capability will bring a new level of learning opportunities to students across Ohio, and make it possible for many more Ohio learners to be prepared to participate in the 21st century economy.

Another area of impact for students in Ohio is through the Management Council’s statewide relationship with GenerationYes. In this endeavor, ITCs are training school personnel in districts across the state to engage students in grades 3-12 to become learning partners with their teachers. In this highly regarded program, students grow socially and emotionally as mentors to younger students, develop understanding and confidence while serving as content co-developers with teachers, and build technical skills that prepare them for careers, higher education, and by establishing technology service desks they expand local capacity that enables 1 to 1 programs to flourish in schools.

The ITCs and the Management Council are positioned to continue to deepen and broaden these capabilities that already impact students statewide; the technical expertise and capacity found in the 18 ITCs and the Management Council form a foundation upon which all of the remote learning partnerships can reliably excel. This foundation eliminates barriers of time, space, communication, and pace that typically constrain teaching and learning environments; this foundation undergirds the thoughtful and dynamic models advocated in this Rethinking K-12 Education proposal.

The Ohio Distance Learning Association, OhioDLA, began in the late 1990s through grant funding which enabled a videoconferencing infrastructure to be established in Ohio schools. Schools, educational service organizations, and content providers began to collaborate, to learn how to better serve schools and students through distance learning. In 2012, OhioDLA established its non-profit charter United States Distance Learning Association membership, giving members a more legitimate voice to help influence state educational and legislative decision-makers, to ultimately bring greater educational opportunities to all students.

OhioDLA members are leaders and innovators, who have created exceptional programs such as daily classes that expand opportunities in K-12 schools, including college credit; award-winning content programs by some of the nation's leading providers – right in Ohio, and for relevant professional development and outreach activities that members deliver to Ohio schools and educators. Member programs are aligned to Ohio and national standards, and OhioDLA stands in support of critical educational initiatives, as defined by the Ohio Department of Education.

Recently, OhioDLA has partnered with the Management Council of the Ohio Education Computer Network (MCOECN) to radically expand cloud-based video conferencing, and is developing a state-based daily class and content marketplace exchange, to bring distance learning opportunities to all schools and students in Ohio. This initiative has given Ohio schools and students a distinct advantage as the pandemic situation has unfolded.

The specific medium supported by OhioDLA initiatives is live, two-way video, whether through traditional videoconferencing equipment or cloud-based videoconferencing. Participants include P-20 schools, individual students, homeschool students, educators, and educational support staff, including ITCs, ESCs, EdTechs, INFOhio, and BEMC.

Member daily class programs deliver live, two-way videoconferencing into traditional classrooms and to individual students. They have enabled school districts to maintain or expand course offerings, and to provide remedial and advanced opportunities to students. The service permits efficient distribution of typical and specialized courses, filling specific district needs and bell schedule requirements, and enabling efficient use of instructor time. These also include after-school programs. Disadvantaged students, and those who are ill or unable to be in school can fully participate due to the flexibility of videoconferencing. Recording of some classes and testing review material allows additional flexibility for educators and students. This model has existed for over a decade and demand has expanded through time. In 2019-2020, the program administered by the partnership of the East Central Ohio Educational Service Center and the Licking Area Computer Association Information Technology Center delivered nearly 60 daily courses in Chinese, American Sign Language, and Spanish to 17 districts and 1054 students. These opportunities meet ODE Equity objectives, enabling any school or student anywhere in the state to participate, regardless of geographic or economic constraint.

Content programming comprises a strong component of OhioDLA member activities. Notable institutions including Cleveland Clinic, COSI Columbus, Cleveland Museum of Natural History, Ohio History Connection, and Pro Football Hall of Fame, specializing in areas of medicine, science, history, art, sports, and music – have developed live, two-way virtual field-trip programs, which are offered to schools and students as a supplement to their standard curriculum. Several of these institutions have won national recognition for the quality of their programming. Examples of programs include live surgery connections, interactive scientific lab experiments, connections with authors, and career-oriented forums. A recent OhioDLA-organized series with an author in February, 2020 generated involvement of 12 districts and 436 students. Programs are evolving to keep students engaged through the summer, including virtual summer camps available to individuals. These invaluable experiences bring opportunity to underrepresented students, and the interactive nature of the connections allows students to ask questions and engage with professionals. Student dialogue with presenters fosters a personal connection, which leads to an enriching learning experience. One-on-one connections are critical, especially in an environment of physical distancing.

Collaborative arrangements in which classrooms and students connect together, allow for engaging exercises that enable students from disparate districts to work and learn with one another. Recent collaborative projects arranged by OhioDLA include such names as Math Marvels, Holiday Storytelling, Monster Match, and The Mitten. Collaborations in the 2019-2020 school year have involved 68 educators and 320 classroom-to-classroom students.

OhioDLA strongly supports outreach activities. Members regularly participate in state meetings and conferences, such as provided by the Ohio School Boards Association and Ohio Educational Service Center Association, to inform schools and officials of distance learning opportunities, and to learn from them. OhioDLA has supported the distance learning strand of the Ohio Educational Technology Conference for over a decade. OETC is the pre-eminent Ohio K-12 technology venue, allowing educators and administrators to experience live class and content provider connections, and to interact with the latest videoconferencing equipment and software. Ohio Department of Education staff have presented at OhioDLA meetings on subjects such as Future Ready and Career Connections, resulting in initiatives such as the Career Connections Showcase delivered statewide to educators, guidance counselors, and administrators in October, 2019.

OhioDLA constantly seeks engagement by members and peer organizations, and through active USDLA involvement, is focused on aligning with and learning from other state chapters. In January, 2020, the USDLA began a spotlight campaign to help recognize state chapter activities, and chose OhioDLA to be the first chapter to be highlighted on their website. These relationships helped drive the concept for the coursework and content marketplace, and other state systems have served as a model. The OhioDLA Governing Advisory Board has worked hard to be aware of advancements in distance learning, but also to respond to the needs of schools and educators. When the pandemic surfaced, OhioDLA members created a twice-daily statewide support conference on Zoom, to allow newcomers to learn basics and ask questions. This service has been used by hundreds of educators across Ohio and served a critical need. Members assisted the MCOECN with webinars on distance learning best-practices and functionality, creating a repository of quality instructional videos to meet immediate educator needs. OhioDLA professional development activities in 2019-2020 have included presentations by Zoom, Google/Internet Awesome, CILC, Flipgrid, Newsela, DTEN, Poly, Empatico, and have involved over 250 educator and administrator participants statewide.

The mission statement of OhioDLA is to, "Promote and foster the formation of partnerships among schools and affiliates to further the effective use of distance learning." The organization of nearly 500 members is uniquely positioned to assist schools, educators, and students as they transition to remote and blended learning models, due to the vast experience and diversity of its members. OhioDLA can assist with social and emotional needs through webinar and outreach activities. The organization seeks to work with similar-minded groups, and to eliminate duplicative efforts in an attempt to most effectively reach and benefit schools and students statewide.

Additional funding will help OhioDLA realize its goal of helping students throughout the state. Distance Learning by nature implies universal inclusion, however many barriers currently exist. Funding allows equipment to be placed in schools and with educators and students, and to pay for videoconferencing software licensing. It will help pay for professional development to assure that educators and facilitators are empowered to deliver quality instruction. Funding could be used to improve the OhioDLA website and stipends could be created to leverage dedicated staffing and guide initiatives, as the organization is currently 100% volunteer driven. The ultimate goal is to help all students, regardless of conditions that are beyond their control.

The Ohio STEM Learning Network was formed in 2008. The network fosters a culture of STEM learning statewide through:

- STEM Programming – Assisting schools and communities to create innovative schools and programs
- Regional Network Support – Connecting innovative schools, teachers and administrators to one another and to state and national resources
- STEM Designation – managing the statewide STEM school designation process as a measure of quality

Battelle manages the network. Battelle is the world's largest independent research and development institute. The company leads several state and national efforts in STEM including the Tennessee STEM Innovation Network, the national STEMx network and the Army Educational Outreach Program. In total, Battelle's education projects and its philanthropy have reached more than 300,000 young people over the last year.

Primary audiences

The Ohio STEM Learning Network engages with Ohio educators and the students they seek to inspire. Programs are identified in high need areas where the network can have the greatest impact. Current programs include:

- The Innovative Leaders Institute: The year-long cohort program supports administrators and other school-based leaders (including teachers) in leading the change in their schools to provide authentic, relevant learning experiences to all of their students. This program has reached more than 200 teachers and administrators since 2013.
- Computer Science through the Code.org Ohio partnership: This program has worked to advance computer science education by training 493 K-12 teachers since 2016 to teach the subject. These teachers are collectively teaching computer science to more than 19,500 students each year.
- Annual Statewide Student Design Challenge: The year-long challenge calls for students to research, build and test a solution to a designated problem and then present their ideas. 2020 marked the fourth statewide challenge as more than 3,700 students applied their STEM skills to solve local and statewide transportation challenges.

Reach and key services

After more than a decade of expansion and community building, the Ohio STEM Learning Network has built a web of connections to communities across the state. Whether through regional hubs, a community's local STEM school, or our wide audience of educators who have participated in our STEM trainings, we reach across the state.

Under the Rethinking K-12 Education Models program, we are prepared to deliver new opportunities to Ohio educators and students around critical STEM education concepts including design thinking, mastery learning, problem-based learning, leadership development, and community-centered design challenges.

Transformative impact

Our network was formed to spread the transformative impact of STEM education, based on the early success of the Metro Early College High School in Columbus Ohio. This open-access school has maintained a 100% graduation and college acceptance rate since opening in 2006.

Based on that model, the number of designated STEM schools across the state has risen to 79, Cumulatively, these schools serve more than 30,000 students each year.

These schools serve as an engine of educational innovation. For example, many STEM schools had already implemented virtual days in advance of the COVID-19 crisis. Just three weeks after schools closed in Ohio, we compiled the key insights from these schools into [a special report](#) to help other institutions successfully navigate the crisis.

Our network also hosted a range of trainings and workshops with educators across the state, helping them navigate the challenges of this new learning environment.

Remote learning opportunities

The Ohio STEM Learning Network is well positioned to lead deployment of a range of new supports for students and teachers. Our ongoing professional development programs (Innovative Leaders Institute and Code.org Professional Learning Program) has already successfully transitioned to 100% distance learning delivery.

Our team stands ready to expand these programs to cover the questions facing educators, including:

- How can teachers embed high-quality inquiry and group learning projects into distance learning?
- What effective and efficient assessments can be leveraged to incorporate mastery learning into a distance learning platform?
- How can students connect with problems in their community online, when speakers cannot visit classrooms?

Moreover, the Ohio STEM Learning Network is designed to present these solutions in an equitable way. Since its inception, the network has committed to quality STEM education for all. This includes admission to STEM schools, which may not issue academic prerequisites for admission and must reflect the demographics of their communities. This commitment extends through our professional development programming, where we focus scholarships and recruitment on communities of high need.

StartSOLE: A Delivery Platform for Accelerating Education Innovations for Remote Learning

StartSOLE LLC is an Ohio-based enterprise that supports educators and learners with pedagogically-sound products and services delivered over a continuum of environments from face-to-face to fully remote situations. Members of StartSOLE LLC all have advanced education and interdisciplinary backgrounds that enables the enterprise to apply the best thinking from various sectors to design products and services for educators. We do this with design thinking, pedagogical principles, and rapid prototyping. Our developments are never in isolation – we codevelop applications directly with teachers, institutions, policymakers, and workforce developers. Teachers can find StartSOLE on their own, but more likely it is through our network and educational service center partners.

Self-Organized Learning Environments – Let Learning Happen. The company was founded in 2014 and is named after the first product that the organization successfully launched in 2018 – StartSOLE. StartSOLE is an excellent example of the Field-Inspired Applications Organizations that are addressed in Ohio’s proposal. StartSOLE began by taking one of the most powerful learning processes—problem-based learning (PBL) and inquiry—and created a technology platform to enable PBL to be used directly by teachers seamlessly in their existing classrooms. Problem-based learning in some form is practiced at virtually all high-performing educational locations across the country. PBL requires training, special affordances in the classroom, and—most of all—time. It is difficult to integrate this idea into existing schools with existing teachers, while they already have lesson plans and schedules to follow that permit little flexibility for inclusion of new experiences for the students.

The founders of StartSOLE hypothesized that it would be possible to bring the foundations of inquiry with technology to assist the teacher in facilitating a PBL exercise in their existing classroom in a seamless fashion that does not require them to (1) change their schedules or (2) devote an impractical amount of time to the implementation or to try it out in the first place. The result of this was the first application launched by StartSOLE in 2018 and is being used in 1/3 of Ohio’s schools and reaching 100,000 students. It is called self-organized learning environments (SOEs) and here is a snapshot of what it does.

- *HOW DO LIVING THINGS EFFECT OUR PLANET?*
- *IS IT POSSIBLE TO RID THE WORLD OF BULLYING?*
- *HOW DOES MOOD EFFECT HOW PEOPLE LEARN?*
- *DO WARRING NATIONS ADVANCE TECHNOLOGY QUICKER THAN PEACEFUL ONES?*

These are some of the many questions that students working in a Self-Organized Learning Environment (SOLE) have asked of themselves and their peers. And then, they’ve set out to find answers in a learning journey that is packed with tangible and diverse skill-building opportunities. That’s the **BIG IDEA** implemented in our first fielded application the StartSOLE technology platform. The concept of a self-



organized learning environment is a catalytic innovation that empowers the student to explore multiple new dimensions of autonomy while collaborating (virtually or in person) with a group of peers.

StartSOLE is a technology platform that seamlessly facilitates this process for the educator into their natural classroom environment without any special preparation or extensive training. The process takes a single class period in a single classroom. It begins by having students in small groups consider an open-ended question provided by the teacher or by the students themselves. Students spend a portion of the class period researching the question on internet-connected devices, while preparing a presentation in a group. After the research period, each group then presents to the class and discussion follows. The questions align with the teacher's content area and deepen learning in areas already being taught.

What is the VALUE of the StartSOLE Platform? StartSOLE is more than just a way to deliver self-organized learning experiences. It is, at its core, a platform that can deliver complex processes and complex technologies directly to students by enabling the facilitation aspects of the new idea to be integrated into the classroom or virtual experience. Further, this is not just a technology "trick." Everything that StartSOLE does is intentional to address the four needs and barriers teachers describe for using new education innovations. StartSOLE has designed a method of: (1) reaching teachers with tools they can use with little or no preparation, (2) teaching them, (3) connecting them to a larger community powerful enough they can see the value right away (like automated lesson plans), and, (4) providing it free of charge.

Consider this one proof point of the platform behind StartSOLE. When COVID19 happened and schools were closed, in a matter of 10 days, the development team at StartSOLE had created and launched a virtual version of the application. This enabled every teacher that already had familiarity to use the in-class version to seamlessly move to StartSOLE virtual. Webinars were also held state-wide in Ohio to bring the technology platform to additional teachers. In a matter of weeks, StartSOLE virtual allowed inquiry learning to continue, with everyone sheltered in place.

What Does This Offer for Reaching the Most Vulnerable with Remote Learning? *First, StartSOLE meets educators where they are at.* Innovations do not have to originate from our enterprise to use the StartSOLE platform; in fact, our model at the outset was that StartSOLE would serve as a way to insert existing ideas and process innovations directly in the classroom in a non-intimidating way for the teacher. That is why StartSOLE begins any endeavors by meeting educators where they are at – physically, socially, and emotionally. StartSOLE is currently developing and piloting a Design of an Education Continuum methodology that enables educators and administrators to consider the delivery of education across a continuum of traditional classroom, hybrid learning, open campus, and complete remote environments. Along with this, StartSOLE is also developing a student-centered set of tools to help students harness a knowledge of social-emotional skills that are considered critical in developing deeper learning skills.

A Brief Overview

WHAT IF...THERE WERE AN ORGANIZATION WITH PASSION, PROCESS AND KNOWLEDGE TO SUPPORT DESIRED CHANGE? Jan Morrison’s vision and passion for providing access to all learners is at the core of TIES, a Cleveland-based company she founded in 2002. TIES has worked for many Ohio stakeholders, including philanthropies, school districts, higher ed and post-secondary and community organizations, impacting more than 100,000 Ohio students. Knowing the power of STEM to drive social mobility and equity, TIES supports under-represented students by creating connected and workforce-aligned opportunities for all. With a network of consultants made up of former K-12 and higher ed teachers and administrators, TIES is involved with multiple NSF INCLUDES grants for “broadening participation” in STEM and has partnered with school districts and others in the state (Dayton ESC, Cleveland Metropolitan School District, Warrensville Heights, Oberlin City Schools, Dublin, Central Ohio ESC, Willoughby Eastlake, Akron) to design meaningful equity initiatives. Morrison is the newly appointed expert liaison for the Cleveland Schools redesign.

Function and Services

WHAT IF...OHIO LEADS WITH LEARNING? TIES provides school design and re-design services, education leadership coaching and professional development for school and district leaders - all with a strong equity, health and safety and remote learning focus. Our name, TIES, speaks to our belief in partnering and connecting. We work across sectors to unite stakeholders and accelerate educational change throughout Ohio. TIES is a team of problem-solvers working with local leaders to: Assess needs and identify opportunities for growth and improvement; identify existing assets and find qualified outside solutions to problems; set tangible, achievable, impactful goals; galvanize community support; monitor, evaluate and iterate.

Transformative Impact and Key Area Served

WHAT IF...BEING TRANSFORMATIVE WAS EXCITING AND LESS RISKY? TIES has been a co-designer of some of the most successful STEM ventures across Ohio, the nation and globe. TIES has developed

“Community as the Campus: Leading with Learning,” a comprehensive systems transformation framework involving **instructional program redesign and implementation and partnership redesign with an ecosystems approach all through an equity and SEL focus.** TIES contributed to the White House Office Science Technology Policy’s current 5-Year STEM Plan, which lists forming STEM Ecosystems as the top priority for improving STEM education across the U.S. TIES is the co-designer and operator of the STEM Learning Ecosystems Community of Practice, a network of 89 ecosystems serving millions of students, including six in Ohio. **Ecosystem behavior** for all of Ohio’s communities will make this change happen.

Remote Learning Opportunities

WHAT IF... REMOTE LEARNING COULD INVOLVE THE COMMUNITY AS THE CAMPUS? Schools must be reimaged with an understanding of how learning happens, what factors influence it and an appreciation for partnerships. Covid 19 disruptions affect more than classrooms and we must consider impact on our community from educators and their families, to learners and their families and every system and resource upon which we rely. TIES takes a *systems-thinking* approach to this challenge by designing learning with the ***Community as Campus*** and leveraging all stakeholders. TIES works with partners to ensure learning systems are flexible, sustainable and capable of operating in all modalities. Specifically, TIES has developed partnerships to vet K-12 programs and aid school districts in the purchase and adoption of instructional materials. Community as Campus supports learning everywhere, including remote locations. The ***Community as Campus*** framework, which supports districts as they leverage the resources of their community, is responsive to all COVID-19 pandemic guidelines with a strong and intentional focus on equity and remote learning. TIES consultants provide a range of PD services for formal and informal educators customized and offered remotely or in-person. Coaching topics include scheduling, creating seamless training models for blended learning, data tracking, designing PD calendars and sessions, mentoring teachers, and enhancing community engagement initiatives. PD topics include unit and lesson planning, standards-based assessment, transdisciplinary learning through design and inquiry, designing PBL and capstone projects connecting community to curricula.

Covid 19 Relief Efforts

WHAT IF... REAL SOCIAL JUSTICE IS A PRODUCT OF NEW VISIONS WITH NOVEL ACTION?

By understanding community, student and family needs, schools can drive social justice. Existing resources can be reallocated to offer meaningful learning opportunities that also have positive ripple effects for families and community. TIES works with you to build partnered initiatives to address traditional student learning and social-emotional needs while also focusing on community and family challenges. For instance, TIES developed a learn-and-earn pilot program, WIR'ED, launched in March 2020, where Cleveland students are paid for coaching brick-and-mortar stores into creating actionable online presences. TIES has developed resources to further understandings of STEM as a driver of equity and social mobility, including its STEM@HOME series.

Improving Equity Through Innovative Solutions

WHAT IF... WE COULD ENSURE EQUITY THROUGH INNOVATION?

To protect the health of Ohio's students and citizens, schools must change many practices, but the vision of Ohio's strategic plan, Each Child, Our Future, can continue with its three core principles – equity, partnerships, and quality schools. TIES' design studios, which start with identification of the needs of communities, allows for the three principles to be seamlessly integrated and for social-emotional learning and other needs to be addressed. We work rapidly to get stakeholders to define success and measure impact and often partner with local and national organizations to fill gaps uncovered in learning sessions.

Transforming Remote Learning and Opportunities for Growth

WHAT IF... TRANSFORMATION BECAME THE ROLE OF THE WHOLE COMMUNITY?

TIES is interested in partnering with districts for a re-design of their schools to create systems to enable learning to become platform agnostic. Additional funding would allow this to happen.

Our approach to support teaching and learning is based on student-centered design so that learning experiences are asset-oriented/strength-based and enable students to learn in their own way. This is especially important for marginalized students. Equity is at the core of TIES' services by the very nature of its inclusive approach to its work and by the intentional focus on STEM as a driver of social mobility and equity.

Bonds of Union

Program Overview

Bonds of Union is a nonprofit organization based in Cincinnati that develops and implements innovative initiatives to address persistent social and economic challenges facing low-income communities. Ascend, Bonds of Union's current pilot initiative, aims to dramatically transform how we deliver instruction to our lowest-performing students in urban public schools and improve academic and social-emotional outcomes for this population. During the 2019-2020 school year, Ascend served students in grades four through six at Bond Hill Academy, an elementary school in the Cincinnati Public Schools district that serves as the pilot site for Ascend's demonstration phase. During the 2020-2021 school year, Ascend will scale to serve approximately thirty-two students, 50% of all lowest-performing students in mathematics in grades three through five at Bond Hill Academy, through the delivery of both in-person and live, online instruction.

Ascend works with low-performing students who performed in the bottom two tiers on the math state test during the previous school year. Ascend's Learning Coaches and participating students work together one-on-one for 90 minutes a week on individualized, "low-floor, high-ceiling" math tasks that foster a growth mindset and support social-emotional development. Ascend's Habits of Mind are thoughtfully embedded into all math tasks, individualized in curriculum to support the unique social-emotional needs of each student. Each session takes place during the school day in one of Ascend's Learning Stations — immersive, student-centered learning environments in the school building that empower students to take ownership over their learning.

The role of the Learning Coach is critical to Ascend's success. Learning Coaches serve as individualization experts; they develop deep relationships with Ascend students, getting to know the ins-and-outs of who they are not only as learners, but also as complex human beings with a range of social-emotional needs. Ascend's math instruction is about more than teaching discrete skills; rather, it serves as a vehicle for instilling in students the strategies of lifelong learners. For these reasons and more, the training and development of our Learning Coaches is pivotal. Learning Coaches are paired with Ascend's instructional coaches, who provide consistent support and feedback. On a weekly basis, Learning Coaches receive one-on-one, virtual coaching and training on a remote learning platform from this team of seasoned, expert teachers, with a focus on instructional coaching and analysis of student understanding, which informs task planning and learning progressions. Learning Coaches record and upload all Learning Sessions to Ascend's virtual, video analysis portal; Learning Coaches and instructional coaches systematically analyze these video sessions and assess key program data. This rigorous process is what allows Ascend to individualize at high levels.

Ascend has demonstrated significant academic results with its early student cohorts. Over the course of one school year, 100% of students in Ascend's fourth grade cohort went from scoring in the bottom two tiers in math ("limited" and "basic") to achieving grade-level proficiency on state standardized testing -- as compared to only 50% of non-Ascend students who started in the same low-scoring group.

The Delivery of Innovative, 1:1 Remote Learning: Implementation & Scale

The onset of COVID-19 has accelerated the implementation of Phase 2 of Ascend's pilot initiative: the delivery of 1:1, live online instruction during the school day. Ascend is the first

initiative of its kind to deliver individualized, 1:1 mathematics and social-emotional learning curriculum that is specifically tailored to meet the unique needs of low-performing students in urban public schools through immersive, remote learning stations within the school building and community-based institutions.

The digital educational tools available today often fail to provide the level of individualization required to enable persistently low-performing students to master subject area standards. The market offers tools that can adapt content to provide opportunity for students on the cusp of fluency to practice specific skills. However, these platforms cannot sufficiently individualize instruction to: 1) address specific conceptual gaps that may impede a given student's ability to practice, 2) provide in-the-moment instruction required to maximize and accelerate learning based on an individual student's current level of understanding, and 3) overcome the complex, social-emotional barriers that can impede a child's ability to learn. Moreover, there is little evidence-based research on improving outcomes among the bottom 20% of K-12 students in math instruction. Ascend's live online instruction model aims to fill an important gap in existing knowledge by examining the discrete factors that yield successful (and unsuccessful) learning outcomes among this population. Specifically, Ascend will contribute to current research and innovative practices in remote learning through the development and analysis of: a) a math curricular approach customized to student need and classroom instruction, b) instructional and training best practices for online math coaching, and c) a model for purposeful school integration of an immersive, socio-technical environment for 1:1 learning within the public school setting and community-based institutions.

Ascend has been preparing for the implementation of its innovative remote learning model since 2017. Ascend's academic and social-emotional curriculum was developed specifically for the delivery of both in-person and live, online instruction to serve the individualized needs of its low-performing student population and has been continually iterated upon during the 2019-2020 school year to adapt to Ascend's remote learning platform. Ascend has begun piloting live online instruction and remote learning platform with current students during the summer of 2020 in preparation for scale of remote learning during the 2020-2021 school year. Additional funding will afford Ascend the resources necessary to scale and validate this field-initiated, remote learning model at its first demonstration phase site in Cincinnati, in preparation for broader scale to multiple school sites within both Cincinnati Public Schools and additional, low-performing, urban public school districts within Ohio in partnership with the Ohio Department of Education.