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Adjusted Allocation: 0.00
Remaining: -453,901.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: BGSU - Developing Assessment Leaders in Schools

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

BGSU faculty will develop an online 13-credit graduate Assessment Leader (AL) Certificate and pilot the program by working with approximately 25 Ohio teachers/administrators. The goal of the AL Certificate is to create assessment leaders who are highly knowledgeable in primary aspects of educational assessment and can facilitate educator development in assessment practices in his/her home district through the ongoing use of AL instructional materials. The pilot will allow developers to embed practical and applicable issues, content, scenarios within the courses and training materials and ensure that the Certificate program and training materials are meaningful and of the highest quality.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Thomas Kornacki, Director of Sponsored Programs & Research
   - Organizational name of lead applicant: Bowling Green State University
   - Unique Identifier (RN/Fed Tax ID): NA
   - Address of lead applicant: 106 University Hall, Bowling Green, OH 43403
   - Phone Number of lead applicant: 419-372-2481
   - Email Address of lead applicant: ospr@bgsu.edu

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: NA
   - Organizational name of secondary applicant: NA
   - Unique Identifier (RN/Fed Tax ID): NA
   - Address of secondary applicant: NA
   - Phone number of secondary applicant: NA
   - Email address of secondary applicant: NA

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   - [ ] Student achievement
   - [ ] Spending reductions in the five-year fiscal forecast
   - [ ] Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)
    - [ ] New - never before implemented
    - [ ] Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
    - [ ] Mixed Concept - incorporates new and existing elements
    - [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

This project will support the development and pilot of an innovative, online 13-credit graduate Assessment Leader Certificate (ALC). The goal of the ALC is to create assessment leaders who are highly knowledgeable in four primary aspects of educational assessment: 1) formative assessment; 2) creating valid and reliable classroom assessments; 3) analyzing and interpreting test data to guide
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the documents whenever applicable:

a. Enter a project budget
b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project? $451,122.00 Total project cost

15. What is the new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

16. Are there expected savings that may result from the implementation of the innovative project? $173,175.00 * Specific amount of expected savings (annual)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.
Describe the ongoing communication plan with the stakeholders as the project is implemented. ( Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates


* Narrative explanation

Recruit and enroll AL participants? Develop and approve EDFI 6430 and 6440? Develop training modules associated with EDFI 6450? Evaluation: Create course evaluation instruments and interview/protocol Barriers to the planning phase are procuring enough teachers to participate in the assessment certificate pilot since Ohio teachers are undergoing a great deal of change due to the OTES process and SLO and LORP. To mitigate this barrier, we will allow any teacher through email correspondence with superintendent PD & ask them to help us recruit teachers for the certificate (for a total of over 1000 teachers). Offering 12 of the 13 credit hours in an online certificate for free will also provide incentive for teachers to participate in the pilot program. 3 courses will be paid for by grant funding, the 4th course will be covered by BGSU, and 1 credit seminar will be paid for by the participant.

Implement (MM/DD/YYYY): February 1, 2014 - June 30, 2014

* Narrative explanation

Development & Pilot 1: February 1, 2014 - May 9, 2014 ? AL participants complete EDFI 6450? Create assessment vignettes and examples for EDFI 6450? Evaluate EDFI 6450 and training modules? Develop online content for EDFI 6450, 6440 and EDAS 6520? Pilot 2: May 10, 2014-June 30, 2014? AL participants complete EDFI 6430 and 6440? Create assessment vignettes and examples for pilot 2? Evaluate EDFI 6430 and 6440 and respective training modules? Pilot 3: August 2014-December 2014 (after funding period)? AL participants complete EDAS 6520 and EDFI 6880? Create assessment vignettes and examples for EDAS 6520 and EDFI 6880? Evaluate EDFI 6520 and 6880 and respective training modules Barriers to the summative evaluation are not participating in the evaluation process & short timeframe for completion. Since teachers are receiving free graduate credit to participate in this program we will be able to change the evaluation process to suit the timeframe. The CAES EDFI 6520 evaluation team will conduct a formal evaluation at the end of the funding cycle but also continue to evaluate through January 1, 2015 since this is of critical importance to producing the best program possible. As such, in the Summer of 2015 BGSU will put all of its online courses for the assessment certificate up for Quality Matters Online Instruction Review

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

We have worked with over 26 districts and more than 1000 teachers since January 1, 2013 on quality assessment literacy practices. We have heard from our teachers that once they go through this training they are unable to go back to their former, less rigorous, assessment practices. As such, we expect all teachers who participate in the Assessment Leader Certificate to have a similar experience since the coursework will be far greater in depth and breadth than our typical two-day training, and as a result teacher understanding of classroom assessment will be greatly enhanced. We have seen that this type of training has opened teachers’ eyes and started wonderful conversations about best assessment practices.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Assessment is a significant component of a classroom teacher’s daily routine. Classroom teachers typically spend one-third to one-half of their time engaged in assessment-related activities (Stiggins et al., 1992). However, most teachers do not believe that they have the skills needed to develop their own high quality assessments or use assessment data to make appropriate decision making (Merterl & Campbell, 2005). Researchers have found that by completing course work specifically focusing on assessment strategies and data-driven decision-making skills teachers’ assessment literacy knowledge and perceptions have greatly improved (e.g., Merterl & Campbell, 2005). Additional researchers have shown that when teachers learn about specific formative assessment strategies through TLCCs they are more likely to effectively implement them in their classrooms (e.g., Sondergeld, Bell, & Leusner, 2010), and student learning is consequently improved (Black & Wiliam, 2001). However, it has been noted that if we want to see real change in schools teachers must be integrally involved in the process of leading their peers (Greenelee, 2007) to help facilitate a school-wide culture shift. Taking all of this into consideration, BGUS’s AL Certificate would provide the scaffolding needed instruction for teachers to learn more about and apply assessment development skills, formative assessment practices, and data-driven decision making skills in their own classrooms. Further, the AL Certificate focuses on leadership will allow teachers in the program to develop effective PD delivery skills to facilitate a positive school-wide culture shift. BGUS teacher training programs have experienced a great deal of success in developing and implementing quality assessment courses and workshops that students feel are applicable to their careers. Our current online version of EDFI 6450: Using K12 Assessment Data to Improve Practice is highly regarded among many practicing teachers who complete the course. Teachers are given assignments that require the use of the data in the course. And teacher feedback suggests the course “is extremely organized... and videos were very informative and helpful” (Su13 Student). Additionally teachers find the content to be practical: “I found the projects and assignments related to what I was doing in assessing my students and their testing data. I was able to use testing data from my school/grade level instead of using the data the instructor gave me, that didn’t mean anything to me” (F11 Student). In January 2013, CAES faculty began collaborating on teacher assessment literacy training & teacher developed assessments of students. Over a seven month period, our team provided training to 20 educational entities (districts or service agencies) across the state with over 1000 participants. Participants were extremely receptive to the training and responded quite favorably to workshop evaluations (n=155). Evaluation results indicated overwhelmingly positive feedback, with a strong majority (95-100%) indicating that: the content was meaningful and applicable, content was presented in a practical and understandable way, the presenter was engaging, activities facilitated content, the SE model used for instruction was effective, and the pace was appropriate. We have considered all of this information when thinking through the AL Certificate that BGUS would like to provide for practicing teachers in Ohio. We feel that our experiences in the field and with online instruction have prepared us to offer a practical program that will better teacher understanding of best assessment practices and also improve student learning as a result.

21. Is this project able to be replicated in other districts in Ohio?

* Yes
* No

22. If so, how?

TA

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Student Achievement: When teachers have better assessment literacy skills that are better able to assess and consequently improve student achievement (Chappuis et al., 2012). Quantifiable measures of teacher assessment literacy skills include: * Increased teacher confidence & perceptions of assessment best practices * Increased teacher assessment literacy skills * Increased number of teachers using assessment best practices in the classroom Increased student achievement Greater Share of Classroom Resources Goal - All participants will have access to online assessments, videos, and instructional materials throughout professional development and Teacher Learning Communities with their peers. * Increased number of teachers using rigorously developed assessments (student ability & affective measures) * Increased teacher participation in assessment literacy graduate school work

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Short-Term Benchmarks (assessed in April - June 2014) 7 of teachers participating in the assessment certificate program (benchmark - 25 from varying K12 grade levels) 7 of teachers retained in program from fall to winter (benchmark - 95% retention rate) 7 of courses created for online facilitation in the program (benchmark - three 3-credit hour courses and a 1-credit seminar) 7 of teachers practically implementing newly learned assessment skills in their classrooms (benchmark - 95% indicate regularly using new practices) 7 high teacher satisfaction with assessment certificate courses (benchmark - score of 3.5 or higher out of 4 on BGSU course evaluation ratings) 7 teacher assessment skills improved (benchmark - significant growth from pre-post assessment at .05 alpha level) 7 teacher confidence in assessment best practice skills improved (benchmark - significant growth from pre-test to post-test at .05 alpha level) 7 funding will run out prior to completion of the assessment coursework. As such, long-term benchmarks will include the following: 7 courses in assessment certificate approved by Quality Matters online instructional review (benchmark - all of the 3-credit hour courses approved by Fall 2015) 7 of educators completing AL Certificate 7 increased number of teachers with assessment literacy training (benchmark - 250 teachers since each of the 25 participating certificate teachers will be required to provide PD for a minimum of 10 teachers in their district as part of their seminar course)

25. Describe the method to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress)
Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

A mixed-methods evaluation approach will be used to help the evaluation team understand both what occurred & why. However, the greatest focus of data collection & analysis for this evaluation will be on quantitative data. Short-Term Benchmark Evaluation: The process evaluation component will take place throughout the duration of the planning & implementation phases of this project (February 1 - June 25). This component will assess many of the short-term benchmarks: # of teachers participating, # of teachers retained in the program, & # courses created for online facilitation. Evaluating teacher assessment perceptions and skills will be done at two time points: 1) late January 2014 (prior to assessment literacy training) and 2) early June 2014. This will provide for a quantitative analysis of growth from pre- to post-training. Data will be collected with a survey of teacher perceptions (Likert-scale items and open-ended questions), and the Assessment Literacy Inventory test (multiple-choice items) (Mertler & Campbell, 2015). Repeated measures analyses will be conducted to assess growth in quantitative measures, and content analysis will be used to assess qualitative responses. Course Evaluations and a qualitative discussion board focus group lead by CAES will be conducted following each course (February - June 2014). A survey of teacher perceptions of the recruitment process, the application and orientation process, level of support, and relevance to current teaching will be conducted in June 2014. The course evaluation and survey will both consist of Likert-scale and open-ended questions. Quantitative results will be analyzed descriptively and open-ended questions and discussion board transcripts through content analysis. Data from these analyses will be used as formative feedback for instructors to modify course materials to be best aligned with practicing teacher needs. Teacher classroom implementation of best assessment practices will be administered at two time points: 1) late January 2014 (prior to assessment literacy training) and 2) early June 2014. This will provide for a quantitative analysis of growth from pre- to post-certificate program. Data will be collected with a survey of teacher classroom assessment implementation (Likert-scale items and open-ended questions). Repeated measures analyses will be conducted to assess growth in quantitative measures, and content analysis will be used to assess qualitative responses. Long-Term Benchmark Evaluation: Even after Straight A Funding from round 1 is over, CAES will continue to monitor all short-term benchmarks listed above since developing the best certificate courses is of critical importance to BGSU. As such, all appropriate measures (course evaluations, teacher perceptions survey, etc.) will be administered at the end of each course. BGSU will notify ODE when the AL courses are submitted and approved by Quality Matters online instructional review. The faculty administrator of ALC will have a database that will contain the total number of teachers with assessment certification and will update this on the CAES website. Benchmark - 250 teachers since each of the 25 participating certificate teachers will be required to provide PD for a minimum of 10 teachers in their district as part of their seminar course. Once AL participants have completed orientation CAES will download the school report card and all relevant 2012-2013 State assessment data on ODE’s website for each teacher that participates. This data will then be compared to the same data for the 2013-2014 school year. (benchmark - significant growth from pre-post assessments at .05 alpha level). The teachers will complete Teacher classroom implementation of best assessment practices in December of 2014 to evaluate the teacher perceptions of greater assessment resources in the classroom (benchmark - significant growth from pre-post survey at .05 alpha level).

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

See attached assurances.