

Budget

Four County Career Center (050963) - Henry County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (125)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	1,190,595.00	0.00	0.00	0.00	1,190,595.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	1,190,595.00	0.00	0.00	0.00	1,190,595.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,190,595.00

Application

Four County Career Center (050963) - Henry County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (125)

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: "Teacher Leadership Model - Harnessing the Power Within"

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.

Harnessing the Power Within empowers educators to put their good ideas into practice. The project embraces the use of technology as a means of collaboration in sharing best practices as well as builds bridges; K-12 to career and college readiness.

10717 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Tim Meister, Superintendent
Organizational name of lead applicant: Four County Career Center
Unique Identifier (IRN/Fed Tax ID):
Address of lead applicant: 22900 State Route 34, Archbold, OH 43502
Phone Number of lead applicant: 419-267-3331
Email Address of lead applicant: tmeister@fourcounty.net

5. Secondary applicant contact - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (IRN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

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.

CONSORTIA Vicki Brunn, Superintendent Central Local Schools 046714 06289 US Highway 127 Sherwood, OH 43556 419.658.2808 Vicki.brunn@centrallocal.org Michael Struble, Superintendent Defiance City Schools 043869 629 Arabella St. Defiance, OH 43512 419.782.0070 mstruble@defcity.org James Wyse, Superintendent Evergreen Local Schools 047050 14544 County Road 6 Metamora, OH 43540 419.644.3521 jwyse@evgwikings.org Larry E. Long, Superintendent Millcreek West Unity Local Schools 050633 1401 W. Jackson St. West Unity, OH 43570 419.924.2365 llong@hilltopcadets.org Kristi Thompson, Superintendent Liberty Center Local Schools 103 W. Young St. Liberty Center, OH 43532 419.533.5011 kthompson@libertycenterschools.org Jay LeFevre, Superintendent Pike-Delta-York Local Schools 047084 504 Fernwood St. Delta, OH 43515 419.822.3391 jlefevre@pdys.org Ken Boyer, Superintendent North Central Local Schools 050641 400 E. Baubice St. Pioneer, OH 43554 419.737.2392 kboyer@northcentralschool.org Larry Brown, Superintendent Wauseon Exempted Village Schools 045641 126 S. Fulton St. Wauseon, OH 43567 419.335.6616 lbrown@wauseonindians.org PARTNERSHIP Kerri Gearhart, Superintendent Northwest Ohio Educational Service Center 124297 205 Nolan Parkway Archbold, OH 43502 567.444.4800 kgearhart@nwoescc.org Marc Robinson, Executive Director Northwest Ohio Computer Association (Fed. Tax ID) 209 Nolan Parkway Archbold, OH 43502 419.267.5565 robinson@nwoca.org Dr. Tom Stuckey, President Northwest State Community College 008677 22600 State Route 34 Archbold, OH 43502 419.267.1366 tstuckey@northweststate.edu

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

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

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.

The team of nine districts and three partners that have agreed to participate in this grant each have an important and unique role. Four County Career Center (FCCC), the lead applicant, is the umbrella entity that ties the parts of the grant to the whole, which is the preparation of students for college and careers. The programs and initiatives currently implemented by Four County such as one-to-one technology, High Schools That Work, leadership in Universal Design and working with students from each of the consortium districts, bring vast knowledge and expertise to district teachers in understanding the expectations for career readiness. It is one of the project's goals to build bridges for future student success. The grant experience of Four County Career Center will provide leadership with this Straight A project. This year alone FCCC is implementing grants totaling \$499,209. The Consortia Members represent a cross-section of the types of districts FCCC serves. It includes Defiance City, its largest member district (2,715 students), and North Central (620 students), among its smallest member districts. It includes an exempted village district, Wauseon, as well as locals and a city district (Defiance.) Getting buy-in from these varied consortia members provides FCCC with broad application of the innovative strategies to be employed as a result of this grant work. The Northwest Ohio Educational Service Center (NWOESC) plays a vital role in the education of students in the Defiance, Fulton, Henry, and Williams counties and has a long-standing collaborative relationship with school districts. NWOESC is proactive in providing the services local districts need to implement the many initiatives in education today. The ESC will be critical to this grant in that it will provide the fiscal support, facilities, curriculum support; and serve as a conduit for communication and connecting the dots in the administration of this grant. NWOESC personnel have led several collaborative projects in recent years. NWOESC's grant experience is helpful, as it has administered 21st Century grants since 2004, totaling \$8,085,000, with \$1,237,235 of that for this year. NWOESC has administered Ohio Migrant Education Center grants since 1998, totaling over \$14,609,000. This year \$3,502,000 in other grants are also in place. Northwest Ohio Computer Association will provide training and the technology support needed to connect teachers and administrators. NWOCA serves 41 Public Education Entities and 37 Non-Public Education Entities in Defiance, Fulton, Henry, Lucas, Williams, and Wood counties in northwestern Ohio and provides a variety of services to member districts, community and non-public schools. Northwest State Community College is a public two-year college accredited by the North Central Association of Colleges and Schools. It has been a goal of Northwest State and participating districts to build a stronger bridge in preparing students for the college experience. Over 88% of NWSCC alumni continue to live and work in the five-county area after graduation. For this very reason, it is imperative that bridges built to school districts are strong and collegial efforts are sustainable. A great benefit of this partnership is the close proximity of NWOESC, Four County Career Center, NWSCC and NWOCA. All are within 4 miles of each other, allowing grant participants to easily access the facilities and maintain communication and efficiency.

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 researched-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.

**PROBLEM:** Students must become better prepared for 21st Century life. Teachers MUST go beyond traditional practices and focus on student engagement. Teachers can read about best practices and take classes, but until they have first-hand collaboration with practitioners using different strategies, their teaching is unlikely to change. The kids can't wait! Concurrent with this important emphasis is the fact that Ohio's schools have far fewer dollars to implement these needed emphases. Straight A funds can drive needed resources to the classroom, and collaborative work on innovative learning strategies can help ALL students achieve to a higher level. **PROJECT:** The focus of this project, "Teacher Leadership Model-Harnessing the Power Within," allows northwest Ohio teachers to form working partnerships to become a community of leaders working alongside Four County Career Center and Northwest State Community College to increase college and career readiness for all students. As demonstrated by the following grant components, teacher-leadership is at the center of building a system of improved achievement for students while at the same time reducing spending. **MAJOR ACTIVITIES:** Leadership through TEACHER CADRES Each participating district will select five teachers to be a part of a cadres of teachers who will drive the program. The cadres and their foci are Grades Kindergarten-3: Literacy; Grades 4-8: Use of data to increase rigor and relevance in classroom instruction and learning; Grades 9-12; Career and college readiness; Special Education: the three previous areas applied to this group of students; Allied Arts: implementation of 21st Century Skills to enhance college and career readiness. The Teacher Cadres will be developed as a "Brain Trust/Think Tank" to work as teams in their member districts as well as collaborate and develop consortia-wide professional development and implementation of innovative strategies that assist goals in district classrooms. Straight A Academies Under the leadership of the Teacher Cadres, two Straight A Academies will be held (in August and September, 2014) to reach all consortium teachers with implementable ideas. Grants This project will provide two opportunities for districts and teachers within the consortium to provide innovative learning resources for students and staff. Participating districts may each apply for a grant up to \$50,000. Successful grants will align with the following: Goals of the Straight A Grant: 1. Raise Student Achievement, 2. Reduce Spending, 3. Resources to the Classroom; Goals of the Straight A Focus Area Teams; Goals of the district; and the College and Career Readiness Goal (the integration of 21st Century Skills.) Teachers may apply for grants up to \$5,000. These grants must also align to the goals listed above. Grants will be submitted and scored by cadre teachers using a rubric developed by the cadre. For sustainability and cost savings, teachers and districts receiving grants may present at future Straight A Academies. Technology for collaboration Using online meeting tools will enhance the leadership model by providing teachers from consortium districts and partners the ability to collaborate creatively through a WebEx format. This is especially important in this rural area to save travel time and reduce spending! As districts in Northwest Ohio are making the shift to the New Learning Standards including the Common Core, much has been stated about making sure our students know and are able to complete rigorous tasks. Fortunately for some or unfortunately for others, standards do not contain a prescribed script for their teaching. This grant will develop a network of teacher leaders who will be developing and collaborating on best practices of the New Learning Standards.

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.

While the Straight A grant requires a focus on one of three goals, the "Teacher Leadership Model-Harnessing the Power Within" proposal embraces all three goals with vigor. The uniqueness of this grant proposal enables the project to not just touch upon the goals, but promote thoughtfulness of the goals in writing teacher cadre goals and district goals. Too often, teachers are simply directed to "analyze data" without purposeful thinking on how it really affects student achievement. Teachers often are told that spending is going to be reduced without input of creative and innovative ideas of how that could happen without affecting student achievement. Clearly, the teacher grant process in the proposal provide an opportunity to provide resources to the classroom. The beauty of this proposal is that all three Straight A goals are connected and doable. A more complete description of how these goals will be met are as follows: Raise Student Achievement To raise STUDENT ACHIEVEMENT, teachers will demonstrate leadership and ownership of the project, use data to make instructional decisions, develop innovative practices to increase student achievement and better prepare students for college/careers, share best practices, improve inclusion of Exceptional Children and allied arts teachers to draw upon their expertise, collaborate across disciplines, better prepare students for college and career success by building bridges with Four County Career Center (FCCC), focus on long-term outcomes of college and career readiness, and raise student achievement by demonstrating relevance. Reduce Spending Three key actions will be taken to REDUCE SPENDING. First, teacher-driven work saves money on outside experts: teachers will be learning from teachers. Collaboration using technology-better use of time, collaboration with FCCC and NWOCA to utilize resources available, not duplicating and replicating services and instruction-reduces cost of ineffective one-shot professional development. Making decisions about what is working/not working leads districts to eliminate the ineffective practices and put resources to better use. Resources to the Classroom At the very time technologies are available to revolutionize student learning and teaching practice, Ohio's schools have far fewer dollars to implement these needed technologies. Straight A funds can drive needed RESOURCES TO THE CLASSROOM. Some needed resources are people-driven, such as sharing of best practices and teacher-driven innovations. When teachers have the permission to develop and implement the learning strategies they believe will help their students, personal investment is high. Other resources involve cold, hard cash: district grants aligned to goals established by Straight A goals, district and team goals; classroom grants aligned to goals established by Straight A goals, district and team goals will implement innovative practice in classrooms. Consortium and Participating Entities Working Together Participating districts will have opportunity to develop/produce work tailored to their individual needs. They will be able to do this more effectively because they will also collaborate beyond their district with other individual districts, Four County, Northwest State CC, and the curriculum specialists at NvOESC. Implementation of certain aspects will be done with technical assistance from NWOCA. Summary Too often a local district can get stuck on a problem that others outside their district have successfully tackled. Too often a local district isn't aware of best practices that would apply directly to their issues on the table. Too often the applicability of bigger goals such as college and career readiness have been seen as the responsibility of specialists like FCCC, rather than as a mandate for all. Collaboration will put these inherent problems on the agenda and tackle them. There will be six opportunities for collaboration.

**C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown**

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when 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 school 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.

Budget is included in answer to number 14. Also, please see Financial Impact Table

14. What is the total cost for implementing the innovative project?

1,190,595.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Participating Districts - 9 Teacher Teams - 5/district = 45 teachers x \$2000.00 Stipend \$ 90,000.00 Benefits @ 17% 15,300.00 Professional Development to build 45 teacher leaders (5 days, utilizing specialists) 10,000.00 District Grants - \$50,000 x 9 - aligned to Straight A, district and team goals 450,000.00 Teacher Grants - \$5,000.00 x 80 - aligned to Straight A, districts and team goals 400,000.00 August Conference: Straight A Academy 1-for teaching and administrative staff of all participating districts (speakers, facility rental, printing, etc.) 30,000.00 September Waiver Day: Straight A Academy 2-for teaching and administrative staff of all participating districts (speakers, facility rental, printing, etc.) 20,000.00 Technology COMS System for collaboration and networking for all teacher leaders, administrators, and partner entities 20,000.00 Grant facilitation, consulting, and management services 155,295.00 Total \$ 1,190,595.00 The financial impact table of the 9 districts involved reflects the individual district amounts allocated. The lead applicant district, Four County Career Center, and the other 8 districts amounts are reflected in the financial impact table as Salaries - \$10,000; Benefits - \$1,700; Purchased Services - \$19,445; Supplies - \$72,500 and Equipment - \$4,722 each. The lead applicant's financial impact table also includes \$215,295 that is allocated to their district to purchase services for the implementation of the grant.

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

18,000.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The first budgetary component of the grant relates to Teacher Cadres in the focus areas of literacy, increased rigor and relevance, and college/career readiness. These teams will serve as a "Brain Trust/Think Tank" across the region to the participating districts. The initial investment to empower these cadre members (through professional development and collaboration time) will build a structure for future development that will build 45 teacher leaders to impact over 700 additional teachers and reach 10,717 students. By empowering teachers with leadership skills, a new school culture will be embedded into participating districts that will extend beyond the life of the grant. This model is sustainable beyond the expiration of the grant at minimal or no cost. Many teachers intrinsically have a strong desire to serve and grow professionally, and this Brain Trust/Think Tank will be seen as an honor in which to serve. For future years, districts will allow members of the Brain Trust/Think Tank release time which is done at little cost. The second budgetary component of the grant is the Straight A Teacher Grants and Straight A District Grants. These grants are driven by the power of creativity and innovation. They provide teachers and districts with the tools and resources they need to implement initiatives and best practices based on their individual district and classroom data. There is no one-size-fits-all solution, so by allowing teachers and districts freedom to meet the needs of their individual districts, we can truly impact student achievement. Districts and teachers will be able to examine what is working and what is not working and identify what will need to be taken out of current practice to implement a new promising practice. There will be no on-going cost associated beyond the initial implementation of these District and Teacher Straight A Grants. The third budgetary component of the grant is for technology - specifically a technology collaboration system to support teacher and district collaboration in relation to creative and innovative initiatives - Collaboration Managed Services (COMS). A district technology analysis will be completed and districts will be provided the basic equipment to be able to implement WebEx. The COMS system requires an annual license at the district and for individual users (select participants). It is anticipated that professional development will be streamlined through the use of this system. If staff missed a PD event due to an illness or conflict, PD will be available on-line. Staff will be provided the option to attend PD online versus face to face to save travel expenses. PD will be archived, again to be an on-going resource for teacher and district use. The licensing expense for COMS is minimal (\$453.00 per district license, and \$113.25 per Brain Trust/Think Tank participant per year), and the expense will be offset through PD savings. The collaboration days set for August and September will be for all staff in participating districts to network and sustain professional collaboration in the future beyond the life of the grant. These "Straight A Academy" days will promote the sharing of innovative and creative ideas. In the future, these days could be treated as common waiver days, with grant award recipients presenting, at little or no cost.

16. Are there expected savings that may result from the implementation of the innovative project?

18,000.00 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

One immediate cost savings will be seen in the waiver days during the 2015-16 school year. In the past outside speakers were brought in at a cost to individual districts. With the grant, the collective Straight A Academy days in August and September will be teacher-driven and teacher-lead. Teachers and districts will present their successes and further enhance networking among cross-district and cross-curricular teachers. Prior waiver days have lacked serving the needs of all teachers. Once the initial \$60,000 is spent on professional development for the teacher leadership structure, savings will

be realized through this new approach. Consortium partners will be able to share facilities for the professional development free of charge as well as coordinate presenters via the staff in the "Brain Trust/Think Tank" - empowered teacher leaders. This idea will perpetuate into the future and could easily expand to include additional districts. With the incorporation of the COMS system teacher leaders, district administrators, and grant partners will be able to easily communicate and collaborate via video and audio conferencing, instant communication through integration with phone, calendar and email applications, large and small group web-based conferencing, conference recording, and staff development. It is anticipated that the COMS system will save dollars over time by increasing efficiencies in professional development and networking of users. Travel time and travel costs will be significantly reduced and replaced with the more efficient and effective means of collaboration and communication that will truly impact student achievement.

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.

This project is self-sustaining largely due to the structure of teacher empowerment being developed. Investing in the most important and critical component of student achievement - the teacher - is what makes this project unique and sustainable. Many teachers desire to take on more of a leadership role in their schools and have input into the decisions that impact students. This grant empowers a cross-section of nine schools in four counties to work collaboratively towards this goal. The structure can be carried out over time, with districts annually identifying the teacher leaders and providing them release time to harness their collective power across northwest Ohio. In future years additional districts may elect to join in, thus further expanding the potential for even greater impact. There will be a Straight A link on the NWOESC website that teachers in the consortium districts can refer back to or view recorded sessions that they missed (a feature of the COMS system). This link would be at no cost and could be left available to the website for 3-5 years. Continued use of the COMS system, which has an annual licensing fee per individual and district user, is very doable financially. The cost of the system is reasonable (\$113.25 per individual user and \$453.00 per district license) and the benefits it would provide include reduced travel and professional development costs and increased communication and collaboration among participating entities. The spending reduction will be realized through increased communication and collaboration via technology tools (COMS) that will reduce travel time, travel costs and other professional development related expenses. Teachers will have access to instantaneous communication and networking with other professionals and will be able to share ideas and best practices with one another more easily. It would be expected that staff will be able to participate in professional development offered locally, versus travelling to out of area conferences and "sit and get" PD. This is due to the development of the teacher leaders model of empowerment. Why travel out of the area when district staff can have access to those in their own backyard developed and regarded as leaders in their profession? To some extent, the sustainability is unknown. However, with schools in four counties involved in the grant (Defiance, Henry, Fulton, Williams), the potential is inherent to impact students in the four-county area, at the Four-County Career Center and even Northwest State Community College.

#### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for 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

Plan (MM/DD/YYYY): 01/01/2014 - 09/30/2014

##### \* Narrative explanation

Upon notification of grant award, the priority is to meet with district superintendents to establish dates for the August and September Straight A Academies. This will need to be accomplished immediately so that districts can approve these dates for 14-15 calendar adoptions. A barrier may be setting the date for the August Academy. If, however, this becomes an impossible task, there is more flexibility in that there is a September Academy day, which would not impact the fidelity of the grant. The next step will be to meet early January with district administrators to ensure the teachers who are selected for the teacher cadre have the qualities that will enable them to be leaders at the district level, active participants in gaining new skills and be motivated to sustain their leadership beyond the life of the grant. After teachers are identified, teacher cadres will meet in February and March to gain knowledge in leadership skills, data analysis and goal setting. In April, the cadre will review and approve grant applications. A potential barrier may be that without thoughtful consideration of teacher cadre selections, the teams may be not be balanced with representation from various grades and disciplines

Implement (MM/DD/YYYY): 01/01/2014 - 09/30/2014

##### \* Narrative explanation

The focus for the teacher cadre follows: January-team identification; expectations shared; dates set for future meetings; February and March-data analysis, goal setting and leadership skills; April-grant evaluation; June-planning for August and September Straight A Academies. Communicating expectations to the teacher selections is critical. The teacher cadre will meet in February and March. Their task will be to return to their districts to create district goals and to work with their focus area team in the cadre to create team goals specific to grade band and content areas. They will also create the SMART goal rubric that will be used in reviewing teacher and district grants. Based on the feedback from the districts, a timeline will be set for grant submission and awarding of grant dollars. The teacher cadre will then set a time in April to review grants, provide feedback and evaluate the grants for approval. The teacher cadre will be the evaluators of the grant with guidance and support from NWOESC personnel. In June, 2014, teachers will plan the August and September Straight A Academies using district and team goals as foci. After the planning has occurred, the ESC will coordinate the facilities, presenters and communication for the days in June and July. A barrier in this area may be hesitation in teacher buy-in, depending on how well the grant is communicated. Ideally, a better process may have been to include teachers in the development of the grant; however, with the tight timeline, that was not an option. Consortium members have discussed this possible barrier and have committed to communicate to teachers that the purpose of this grant is to support their teaching and not to add more to already full plates.

Summative evaluation (MM/DD/YYYY): 09/30/2014

##### \* Narrative explanation

A summative evaluation will occur at the grant's conclusion to determine impact and effectiveness. This will also instruct the replication of the grant initiatives in other districts as well as program continuation for consortium members. While the grant ends 9-30-14, the goal is to monitor the effectiveness of teacher leadership, the impact on collaboration, and ultimately student achievement. As grant partners continue their relationships, the likelihood of sustainability is increased as well as the ability to evaluate the impact of the grant beyond 9-30-14. The consortium members have discussed potential barriers to the implementation of this grant, fully aware that adjustments may need to be made particularly since the grant is teacher-driven to integrate teachers' creative and innovative ideas.

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

The expectation of the "Teacher Leadership Model-Harnessing the Power Within" is that it will empower teachers to take ownership in creating innovative and effective learning opportunities for students. The key institutional/organizational change is a paradigm shift from administrative instructional leadership to a teacher-led decision making framework. Teacher-led teams help teachers turn knowledge into practice more than a traditional "sit and get" teacher professional development (Joyce & Showers, 2002). The perception that "regular" teachers are not leaders is reinforced by historical patterns of school management, such as physical isolation, exclusion of teachers from decision-making roles, and the chronic de-skilling of teachers through a constant barrage of misguided mandates (Cochran-Smith & Little, 2006). Teachers are often the only ones who can see both their students and a given problem clearly enough to imagine a solution (Sacks, 2013). The rigor inherent in the Common Core and Ohio's New Learning Standards require innovative teaching strategies. What a teacher has "always done" will not prepare students for the rigors of college/career success. New approaches to student learning MUST be implemented. Harnessing teacher talent is a logical way to do this. This approach enables the best solutions to educational problems to come from those closest to students. Another expected change is focusing professional development back on student learning and away from mandates which have distracted classroom teachers of late such as understanding the components of OTES-necessary, but not of the same value to student learning. Schools have numerous sources of data and programs that all too often never properly evaluate how they improve student learning. This project requires teachers to develop and evaluate via data the programs and teaching methods that are most successful in their schools.

#### 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.

School-based teacher learning communities align with current empirical evidence of the most effective professional development strategies. As environments for learning, teacher communities exhibit all the features identified as effective professional development efforts (Hawley and Valli, 1999 from Learning to Improve Student Achievement). This "Teacher Leadership Model-Harnessing the Power Within" will allow for teacher-based learning communities comprised of teachers from nine districts to grow professionally through the sharing of diverse ideas and common professional development. (Although all districts are rural in nature, they vary in size and economic status.) The focus of this grant is to provide additional instructional resources through building instructional capacity. In the October 2013 issue of Educational Leadership, Ann Jaquith, a senior researcher at Stanford University, defines instructional capacity as "the collection of resources for teaching that a district, school, or grade-level or subject-area team has to support instruction and, most importantly, the ability to effectively use these resources to engage students and deepen learning." She further states that a school needs four types of instructional resources: - Instructional knowledge (knowledge of content, pedagogy, and students). - Instructional tools or materials (curriculum, teaching materials, and assessments). - Instructional relationships characterized by trust and mutual respect. - Organizational structures that promote the use of various instructional resources, such as common learning time for teachers and formal instructional leadership roles. This "Teacher Leadership Model-Harnessing the Power Within" grant will create opportunities for teachers within the nine districts to collaboratively engage in all four areas. Through focus area teams, students will be provided with more innovative and effective learning opportunities which will bolster student achievement. Teachers will not only be provided with professional development in educational strategies, but also in building leadership skills. This will empower the teacher leaders to create a model for teacher-designed leadership within each of the nine districts. The impact on student achievement is anticipated as follows: Kindergarten-Grades 3 are fully immersed in progress monitoring the literacy development of students and are developing tons of data. This project allows teachers to look at this amazing student data and do something extremely productive with it. Grades 4-8 have Value Added data to assist teachers in identifying areas of student need. Grades 9-12 teachers haven't been comfortable anticipating what the 2014-15 PARCC assessments are going to look like. By examining released models of questions, teachers should be able to familiarize students with emerging assessment formats and raise their achievement.

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

Yes

No

22. If so, how?

We could eliminate EVERYTHING else, and with teachers and students, a school would exist. As one of a school's two essential groups, teachers given the opportunity and permission to implement innovative practices they see as powerful is a simple model to replicate. With that basic understanding in place, the "Teacher Leadership Model-Harnessing the Power Within" has power and applicability to other districts. The "Teacher Leadership Model: Harnessing the Power Within" requires discussion/planning time for teacher teams. For districts that already have built in such time (delayed starts, early releases, waiver days), such meeting time is already in the schedule. At least 3-4 such times are needed in the course of the year to allow for the cycle of planning, implementing, assessing and adjusting plans. Other Ohio schools can do this. The effort component of the "Teacher Leadership Model: Harnessing the Power Within" is not an additional burden to teachers. Instead, the focus is on teachers implementing strategies that enhance initiatives or goals already in place: literacy, use of data to increase rigor/relevance, and college and career readiness. This is not adding something to their "plate," but helping them deliver on what they already need to do. Every Ohio school has these foci. The biggest challenge for replication is administrators allowing teachers a greater degree of flexibility to lead the curriculum. If a district's culture has been to operate top-down, the move to empowered teacher teams is a huge step. However, if what a district is currently doing isn't working, it should be easier to let go of this curricular power. Ohio schools must decide if they are brave enough to share academic leadership for the good of students. The financial incentives to cadre member teachers contained in the grant are obviously not going to be continued after the life of the grant.

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

The lasting impact of the "Teacher Leadership Model-Harnessing the Power Within" project will be teachers taking ownership to improve student achievement in their classrooms. Allowing teachers to collaborate, plan, and then be provided dollars for needed resources will give teachers freedom rarely found in today's schools. This empowers teachers in the current mandate-driven educational climate in which teachers are weary of being told what to do. The goal of building instructional capacity is a key to improving student learning. The more skilled teachers become, the better they can address the diverse needs of student learners, leading to improved student learning. Schools today cannot throw money at programs in the hope of improving learning; instead, collaborating teachers, sharing best practices, and checking progress via learning data provides practical keys to successful attainment of goals. Because the focus of the grant is not on external resources to affect schools, but staff collaboration and development across consortium districts, the project can continue in local districts. The archived sessions from the Straight A Academies will be available digitally for teacher learning. Teachers will continue to build on initial opportunities provided in the grant. The quantifiable measures include: Raise Student Achievement As measured by data taken from the previous year and the year of the grant's life, student achievement will rise in areas targeted by the teacher learning teams. All the teachers in each district will be impacted by the Straight A Academies. Targeted grants from the Straight A Teacher Grants will provide students with resources for innovative and effective learning opportunities. (Lesson plans will reflect these innovative instructional strategies.) Reduce Spending Professional development expenditures on outside "experts" is reduced. Collaboration via technology tools decreases spending on sending teachers out of the district to develop their skills. Student and teacher materials are in place through purchases from the grant-no additional expenditures for materials in these areas. Resources to the Classroom As teachers continue to evaluate what is working in their classroom, districts can eliminate initiatives, programs and even procedures that are ineffective. With the elimination of less effective practices, resources can be more targeted to the classroom. At this point, the quantifiable amounts here are not known. Continuation After the Grant The Straight A Academy will continue in 2015-16 using the expertise of "Teacher Leadership Model: Harnessing the Power Within" mini-grant awardees and teacher cadre members. Continued teacher collaboration is expected.

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.

Student Achievement The short-term and long-term successes of the Teacher Leadership Model: Harnessing the Power Within will be measured by student achievement data taken from years prior to the grant and after the full implementation of the grant. The goal is to raise student achievement scores in areas targeted by each teacher learning team, either where specific professional development was implemented and/or additional classroom resources were secured. Students will be provided with innovative and effective learning opportunities addressing rigor and relevance and college and career readiness skills. One desired outcome is to measure a steady gain for student achievement within individual grade levels and specific classes of students, and close the learning gap among special student populations where professional development for targeted intervention has occurred and/or classroom resources were used to impact student learning. A second desired outcome is to raise the bar for teacher leadership teams in the four-county area and build on the successes of one another to increase collaboration for best practices. Various testing sources will be used to analyze data and provide information on the effectiveness of each teacher learning team initiative. State achievement testing and nationally-normed instruments (EXPLORE, PLAN, PSAT, SAT, ACT and gifted identification instruments) used for state reporting purposes will ensure uniformity of measures among districts and allow accurate data comparisons. Reduce Spending By using existing state data reporting systems, districts will be able to be efficient and cost-effective while analyzing, interpreting, and identifying needs for specific classroom resources, instructional strategies, and professional development. Districts collaborating via electronic resources will decrease spending on professional development. Identifying teacher leaders within the local ranks through the grant project and sharing their expertise through webcasts and/or regional trainings will reduce costs normally associated with professional development and have a positive impact on district spending patterns. Classroom materials and resources identified through the "Teacher Leadership Model" will be secured through grant dollars, thereby lessening districts' financial burden for additional classroom expenses. Districts will be able to sustain these cost-saving measures by archiving teacher-led professional development sessions, as well as by increasing the pool of "experts" among the participants (Brain Trust/Think Tank). A focus will be put on the purchase of reusable materials/resources as another means to ensuring sustainability. The spending reduction will be realized through increased communication and collaboration via technology tools (COMS) that will reduce travel time, travel costs and other professional development related expenses. Teachers will have access to instantaneous communication and networking with other professionals and will be able to share ideas and best practices with one another more easily. It would be expected that staff will be able to participate in professional development offered locally, versus travelling to out of area conferences and "sit and get" PD. This is due to the development of the teacher leaders model of empowerment. Why travel out of the area when district staff can have access to those in their own backyard developed and regarded as leaders in their profession? Classroom Resources Increasing the amount of money appropriated to classroom resources to improve student achievement is an important ingredient of the grant. District and classroom grants will be aligned to district and team goals associated with the Teacher Leadership Model so that materials/resources identified to impact instruction will be distributed to districts' teacher leaders and the students they serve. The anticipated result is innovative instruction which encourages improved achievement.

25. Describe the plan 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.

The plan to evaluate the impact of the project follows: A survey will be done at the beginning of the grant to identify expectations. These questions will be completed again at the end. Data will be collected to determine if the grant has met expectations. This survey will be given to grant participants, consortium administrators, treasurers and cadre teachers. This data will also be useful in determining expectations and making clarifications in the beginning so everyone is on the same page. Everyone will be writing SMART goals: teams, teachers and districts. Consequently, the results will have to be measurable. This data will also be used AFTER the grant is complete. Baseline student achievement data will be collected for individual grade levels (K-12) and specific classes of students where teachers have received grants to implement innovative experiences. Baseline student achievement data will be collected for districts which have received grants to implement innovative learning experiences. To get formative data, at each team meeting a survey will be done to determine how the work is progressing and make adjustments accordingly. A survey/evaluation after the August Straight A Academy is planned, which will be formative to determine and fine tune needs for the September Straight A Academy. While the September day will be planned in June, the cadre planners will be flexible. Teachers and districts will receive descriptive feedback in their grant efforts to provide guidance and make sure they are aligned with the goals of the Straight A Grant, district goals and team goals. Use of the COMS system will be tracked. This will provide data for the use of technology and the variety of ways the technology has been used. i.e. WebEx, instant messaging, archived professional development, study groups, etc. Data can also be collected from the surveys to determine if teachers have a better understanding of rigor and relevance, using data, setting goals, literacy and college and career readiness.

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.

"I Accept" Tim Meister, Superintendent, Four County Career Center 10/23/2013