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Adjusted Allocation: 0.00

Remaining: -524,717.00
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:** Facilitating Collaborative Learning Team Meetings Through On-line Tools and Processes

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.

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Using an innovative web-based product that can be immediately implemented to realize increased efficiency and effectiveness by all Ohio districts and schools participating in the Ohio Improvement Process (OIP) as their improvement framework, this project will automate functions of the OIP including the reporting and communication functions of Teacher-based Teams (TBTs), building leadership teams (BLTs), and district leadership teams (DLTs). With more than half of Ohio's districts, schools, and community schools using the OIP, the product will provide benefits to large numbers of educational institutions and the students and families they serve. Specifically, the product developed and tested through this project will allow TBT, BLT, and DLT members to spend more of their face-to-face meeting time on instruction by enabling them to use an electronic portal for the routine parts of the Ohio Improvement Process.

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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 or consortium partnership

11. Describe the innovative project.

The project will develop, test, evaluate, and make available for all Ohio districts and schools a Virtual TBT web tool that automates essential TBT functions. The Virtual TBT will use web-based technologies...
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 implementation plan.

The Virtual TBT will facilitate TBT member identification, implementation, monitoring, and evaluation of instructional interventions to meet identified students’ needs by (1) systematizing and automating critical team processes, (2) allowing more time to be devoted to instructional improvement, thereby increasing the amount of resources devoted to supporting classroom teachers to improve their own and each other’s instructional practice, and (3) embedding a continuous improvement process aligned with identified district and school improvement goals and strategies that maximizes communication and feedback between and across levels within the system. For professional learning to occur, teachers must be deeply engaged. Providing powerful and accessible tools enabling teachers to exchange ideas and inform each other’s practice is the most effective way to increase the collective capacity of districts and their schools to improve student achievement for all groups of learners.

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 A Financial Impact Template forecasting the expected changes from the five-year forecast resulting from implementing the 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.

The University of Dayton School of Education and Health Sciences (UD SEHS) Grant Center is applying as the lead applicant; however the funding will be used to develop a web-based application that can be used by all school districts in Ohio. The UD SEHS Grant Center is not a local education agency and, as such, does not have a five-year forecast. It is, however, in a better position than any one district to coordinate the development of a product for applicability on a statewide scale (i.e., across varying district types). Sustainability will be gauged through the ongoing collection of data by regional SST personnel working with partner districts using the indicators specified in the project evaluation.

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

$23,338.00  Total project cost

* Provide a brief narrative explanation of the innovative 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, RTT money, local funding, foundation support, etc.). Please include details on the cost of items included in the budget (i.e., staff costs and salaries/benefits, equipment purchased and cost, etc.)

Salary & Fringe Benefits 1. Salary for the project director and project assistant at 1.0 FTE each, estimated at $85,000 (for 12-month position) and $45,000 (for 12-month position), prorated for January through June 30, 2014 = $65,000. 2. Fringe at 22.6% = $14,924 Purchased Consultants 1. Product Development to increase Instructional Time A. Production Costs ($103,700) Upfront Interface design/programming - $95,000 Dedicated hosting - $4,200/year Quarterly Administration - $4,500/quarter (to begin post production) B. Professional Development Costs ($10,000) Video tutorial - $10,000 Professional development 2. Equipment Purchase to Support Focus on Shared Instructional Practices A. Purchase of Pads for participating districts [$100,332] - see table below Equipment for TBT partners: $929/teacher x 108 DLT, and TBT and members across B. partner districts, [Wooster City, Massillon City, Minford Local, Washington-Nile Local, Green Local, New Boston Local, Oak Hill Union, Bloom Viron Local] = $100,332 B. Shipping Packing and shipping charges to send equipment to 8 partner districts estimated at $3,000 1. Prototype Testing, Feedback, and Refinement ($22,500) Cost associated with Product Design Team: n Design Team (monthly) Meetings, estimated at $250 (meeting x 6 meetings = $1,500) n Design Team honoraria, estimated at $500 x 15 members = $7,500 n Design Team reimbursement, estimated at $150 per person x 6 trips = $900 n Data Collection, Analysis, Evaluation ($8,240) Cost associated with data collection and analysis to identify time saved, money saved, amount of increased time going toward instructional practice, and perceived efficiency: n Evaluator costs, estimated at 4 days (8 hours/day) x 6 months x $25/hr = $18,240.3 Cost associated with Design Team n Design Team Honoraria, estimated at $500 x 15 members = $7,500 n Design Team reimbursement, estimated at $150 per person x 6 trips = $900 n Data Collection, Analysis, Evaluation ($8,240) Cost associated with data collection and analysis to identify time saved, money saved, amount of increased time going toward instructional practice, and perceived efficiency: n Evaluator costs, estimated at 4 days (8 hours/day) x 6 months x $25/hr = $18,240.3 Cost associated with Design Team n Design Team Honoraria, estimated at $500 x 15 members = $7,500 n Design Team reimbursement, estimated at $150 per person x 6 trips = $900 n Data Collection, Analysis, Evaluation ($8,240) Cost associated with data collection and analysis to identify time saved, money saved, amount of increased time going toward instructional practice, and perceived efficiency: n Evaluator costs, estimated at 4 days (8 hours/day) x 6 months x $25/hr = $18,240.3 n Design Team Honoraria, estimated at $500 x 15 members = $7,500 n Design Team reimbursement, estimated at $150 per person x 6 trips = $900 n Data Collection, Analysis, Evaluation ($8,240) Total Costs: $523,338

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.

22,200.00  Specific amount of new/recurring cost (annual cost after project is expired)

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

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

672,000.00  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.)

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.

The project is self-sustaining through the integration of the Virtual TBT into the ongoing statewide continuous improvement process already used by the majority of Ohio districts. It is anticipated that the annual maintenance fee associated with using the Virtual TBT would be far less than the cost savings realized through the reduction of TBT meeting time.

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): 01/02/2014 - 01/17/2014

* Narrative explanation

The project management team will meet upon notice of award to establish meeting dates for all activities and implementation schedules aligned with each phase of product development, testing, and evaluation. Design Team members/stakeholders will be identified and will include the project management team, representatives from each partner district, quadrant leads (i.e., SST consultants with expertise in the Ohio five-step process) and the web developer. Dates for Design Team meetings will be established well in advance to ensure ongoing participation and to enable meetings to be used effectively for collecting and making use of formative data to refine the project. The largest barrier to the planning phase may be competing work priorities on the part of regional personnel. This barrier will be mitigated through discussion with SST directors to ensure a common understanding of the proposed work and how it aligns with and supports the mission and scope of work of the SSTs.

Implement (MM/DD/YYYY): 01/02/2014 - 06/06/2014

* Narrative explanation

The Design Team will meet in mid-January to ensure that the project's purpose, implementation schedule, and critical work targets are understood, and to ensure access on the part of web developers to critical information necessary for the development of the tool. The project management team will meet bi-weekly and the project director will meet (in person or via Skype) with the web developers on a weekly basis to ensure work is progressing as expected. Process rules will be established early to ensure that all questions from web designers are addressed within a 24-hour window. Similarly, the web design team will ensure accessibility to web team members by the project director. Each partner district will identify, no later than January 31, 2014 the specific TBT (and BLT in the case of Woofter and Massillon) to participate in the product test. The process for awarding project funds to each partner district will be established and contracts in place by January 31, 2014. The specific equipment needed (i.e., iPads) to test the tool will be purchased by February 1, 2014 and shipped to each partner district for the sole purpose of participating in project activities, following receipt of an official signed contract from each partner district. Bi-weekly communications will be sent to each partner district to keep stakeholders informed of progress, and monthly Design Team meetings will afford opportunities to identify problems and make any mid-course corrections. Training teachers in the use of the tool will occur early in the project and will be conducted by the project director and project assistants. Feedback collected from teachers will be used in the development of tools, which will be available for all districts in the state. Having adequate time to complete implementation activities may be the largest barrier to this phase of the project, and will be mitigated through focused attention to the tasks to be completed, a high level of communication with stakeholders, and feedback loops among project staff, partner districts, regional providers, and the web team.

Summative evaluation (MM/DD/YYYY): 06/07/2014 - 06/30/2014

* Narrative explanation

The identification of key indicators (e.g., the amount time saved, the amount of money saved, the amount of additional time devoted to instructional, the perceived efficiency of the virtual TBT process) will be established early in the project (anticipated by end of January 2014) so that relevant data are collected over the life of the project. These data will be used formatively per the evaluation design, as well as for summative purposes in the evaluation of project activities. The project evaluator will be an integral part of the project management team, participating in all meetings of the project management team, Design Team, and related project meetings and events (e.g., meetings with web developers, focus group meetings with teachers in partner districts). A key part of the work that will be shared early with all partner districts is to ensure a common understanding of the purpose of conducting a feasibility test of the product being developed and to avoid any concerns that the evaluation will target the district's use of the OIP. The potential misperception arising from such concerns is the only anticipated barrier, and it will be mitigated as described above.

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

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 realization of a greater share of resources in the classroom.

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

[ ] Yes  [ ] No

22. If so, how?

The project is designed to be adaptable to and replicable by any district/school in Ohio through the intentional alignment of the proposed work to the established continuous improvement process in use on campuses throughout Ohio. By basing the project on established best practices and the prevailing expectations of the collaborative planning process, this project provides teachers and administrators with a tool for instructing and working with the Ohio five-step process. The project is aligned with the state’s standards and curriculum and uses the visual and audio tools native to the platform. The project has the potential to dramatically improve the quality of instruction provided to all children, particularly marginalized groups (e.g., students with disabilities), and transform district/school culture away from traditional teaching and learning practices that may interfere with success.

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

Ohio TBTs use a structured process set to common instructional targets, practice collaborative and collective decision-making in ways that support the use of differentiated instructional practices used to support higher levels of learning for all children. At the same time, the Virtual TBT will improve team efficiency by adopting a “flipped classroom” approach whereby team members spend more face-to-face time focusing on the identification, selection, implementation, monitoring, and evaluation of shared instructional practices, and less face-to-face time on charting and analyzing pre- and post-data. While all steps of the five-step process are interleaved and important, the more critical (and data rich) aspects of the five-step process (e.g., determining the limited amount of time allotted to most teams, leaving insufficient time for discussion and dialogue focused on instruction. The Virtual TBT will allow team members to complete the more routine and technical steps of the process virtually, resulting in a more efficient use of resources. It will also improve the efficiency of communication and reporting across team levels within each district (DLT, BLT, TBTS), thereby assisting in the creation of a two-way feedback loop (from classroom up to district and from district down to classroom).

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.

The project’s anticipated impact will be dependent on the project implementation include: - An increase in the use of a virtual tool for sharing information and instructional ideas across TBTs; - A reduction in the amount of time spent in TBT face-to-face meetings; - A reduction in TBT meeting costs; - An increase in the amount of time TBT members spend on instructional discourse during team meetings; - An increase in the perceived efficiency of team meetings; - An increase in regular reporting among DLTs, BLTs, and TBTS; and - An increase in the efficient use of TBT and BLT-reported data on the part of districts in making timely decisions about district-wide goals, strategies, and priorities related to instruction and achievement. Additionally, the project anticipates an increase in teacher self-efficacy and collective
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 evaluation has two foci. One focus is to provide formative feedback to the Design Team developing the Virtual TBT. This feedback will help the team create a tool that is easy to use as well as training protocols that enable teachers to use the tool competently. The tool and the training protocol represent the outputs of the project. The second part of the evaluation will be to document the extent to which the benchmarks listed above—all relating to outcomes of the project—are reached in the TBTs, BLTs, and DLTs that are involved in the pilot. Two processes will be used to provide data relevant to the formative aims of the evaluation, that is, the aims relating to the project's outputs. First, the evaluator will use embedded analytics available as part of the Virtual TBT tool in order to gauge the extent to which TBTs, BLTs, and DLTs in pilot districts are using the tool. Second, the evaluator will conduct interviews with all participating educators and trainers to identify their views about the functionality and difficulties with the tool and training protocols. To document the outputs of the project the evaluator will use a combination of on-line surveys and interviews with participating educators. In addition, the evaluator will interview the treasurers in participating districts to gather information about the TBT costs before and after the adoption of the Virtual TBT tool. Because of the ambitious timeline for completion of the project, the evaluator will share reports from her analysis of on-line data, surveys, and interviews at each bi-weekly management team meeting. In addition, the evaluator will submit a final written report summarizing findings from the pilot test. This report will enable the team to share relevant information about the tool and its implementation with districts beyond those included in the pilot. With bi-weekly meetings of the management team and weekly meetings with the designers of the Virtual TBT tool, there will be ample opportunity for feedback as the prototype is developed. To ensure that information flows between the teams and that the teams take action on the basis of the information, the management team and tool developers will use an on-line Customer Relationship Management (CRM) tool such as Zoho to create and function within a data-sharing environment that is accessible to all team members, tool developers, and the evaluator. Because such software collects information in a database, it will provide an easy way for the evaluator to monitor the feedback loop between the Design Team and the programmers, to identify any emerging difficulties, and to point out ways for the emerging product to be modified. Interviews with the staff providing training to teachers in the pilot TBTs, BLTs, and DLTs as well as with the educators participating in the training will point to strengths and weaknesses with the emerging training protocol-information that the evaluator will share on an as-needed basis with the trainers. In addition, the evaluator will use data from participating educators as the basis for feedback to the trainers regarding site-specific training needs beyond those with direct applicability to the training protocol itself. For example, if a TBT includes a member who is having difficulty using his or her iPad, the evaluator will share that information with the trainers. Training on the use of an iPad is prerequisite to success with the Virtual TBT tool but is also beyond the scope of the training protocol.

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.