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The goal of the Straight A Grant will be to increase student achievement in the under-served, Appalachian, poor, Southeastern Ohio schools with the set up of a Coaching and Professional Development Center at the University of Rio Grande that will train staff members of their own university faculties to serve as English/Language Arts and Mathematics coaches to help teachers in these schools in Southeastern Ohio to understand data, design instruction and use best practice strategies in order to raise student achievement. Using the newly trained coaches will serve to teach teachers about constructive observation and reflective strategies, team teaching, and lesson modifications in the classrooms thus causing change within the grassroots level on English/Language Arts and Math student achievement. The Coaching and Professional Development at the University of Rio Grande will use the expertise of the University of Rio Grande faculty to serve as mentors for the coaches and provide the latest research based teaching and learning strategies in order that the coaching staff and the faculty build rapport where the Center will flourish and provide expertise and serve the coaching and professional development needs of districts so they can help increase student achievement together.

2500 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, Last Name of contact for lead applicant: Dr. Yasmin Sharif
Organizational name of lead applicant: University of Rio Grande
Unique Identifier (RIN/Fed Tax ID): N/A
Address of lead applicant: University of Rio Grande 500 College Street Rio Grande, Ohio 45674
Phone Number of lead applicant: 740-245-7016
Email Address of lead applicant: ysharif@Rio.edu

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 (RIN/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

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 individuals who will implement this project will be faculty members from the Department of English, Mathematics and the School of Education at the University of Rio Grande. The English/Language Arts and the Mathematics faculty will have experience in knowing the subject area expertise while the School of Education faculty will know and be able to engage with the faculty on issues of constructive observation and reflection, lesson modifications and team teaching, data, instruction, curriculum design and assessment strategies. Overall the goal is to increase student achievement and all three of these faculties will give their own expertise in their areas to make sure student achievement increases for the school that want to engage with the C & PD Center. The School of Education faculty who have current expertise in the area of curriculum, instruction, school improvement and achievement as well as the acquisition and maintaining the Ohio Board of Regents Improving Teacher Quality Grants and they can also provide other targeted professional development as needed. It can done online or in person based on the needs of the clients, which will be the districts that are in need. There will be a half time faculty member who will be the program coordinator and will serve to maintain the Coaching and Professional Development schedule and will be responsible for the coaching contracts, etc. A secretary will help to maintain the proper schedules as well as the paperwork for the grant.

E) 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.
The University of Rio Grande(URG) will use their most experienced faculty to become coaches in area schools in the under-served Southeastern Ohio areas of Appalachia. It will be a stand alone Center which will utilize the most experienced faculty, research based best practices, the use of the most recent technology, experience in the use of data-driven decision making and the use of data to drive instruction, latest assessment techniques to have result based learning and teaching thus increasing student achievement in the Southeastern Ohio area surrounding the University of Rio Grande. Coaches will provide the latest in observation and reflection practices, lesson modeling, team teaching, techniques on a contract basis to area schools using the funds of the grant to accomplish the goal to create the Center of Coaching and Professional Development. The Center will utilize the latest methodologies in English/Language Arts and Mathematics to teach the faculty to become comfortable in their roles of coaches in the schools. There will be a method to assess their results in the coaching setting though faculty of the School ofEducation who are very learned in program assessments, data will be collected and results will be shared with the clients who are working with the URG. After the grant is over then the Center will be changing for services rendered thus making the project become self supporting.

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.
Student achievement will be increased if good teaching and learning strategies are shared with the teachers in their classroom setting between the coaches and teachers. The coaches which are faculty from URG will share best practice teaching strategies, assessment strategies to assess student learning and using the data that is gained form these practices to drive instruction and be mindful of the
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 Draft 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 this project will demonstrate sustainability and impact.

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

   $41,500.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

   * Provide a brief explanation of how the project is self-sustaining.

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.

   * 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, RFit money, local funding, foundation support, etc.). The narrative should also explain what in-kind benefits, equipment, or other costs will be absorbed by the University of Rio Grande as the Center will become self sufficient then the districts can be asked to pay for services that will be rendered by the coaches in the schools.

   The budget includes the salaries of 6 coaches, three will be English Language Arts and three will be Mathematics coaches who will receive $5000 each for a total of $30,000. The 2 trainers from the School of Education will receive $10,000 each for a total of $20,000. Fringe benefits for the $50,000 budget item will be $17,500. Also under instruction will be capital outlay which will be $9000. At the end of the school year, computers will be bought for the Center and utilized in the training and coaching needs of all coaches and other personnel. There will be a secretary hired under support services for $25,000 with fringe benefits of $6750. The supply budget will be $5000 for materials and supplies and the Governance and Admin function is a half time faculty member hired as a coordinator of the Center. There will be a salary of $30,000 with fringe benefits of $10,500. Professional Development will include a trainer for special topics, data review and the assessment strategies to be learned by all. The cost for PD will be $5000 with fringe benefits to include $1750. Family and Community costs will include the printing of brochures and flyers for the Center and to be distributed in the community. Facilities costs under other include the building cost of space as well as utilities. Transportation costs include mileage under other and will be $.55 cents per mile for a total of $5,500 for coaches and other personnel traveling to school sites.

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

   $133,500.00 * Specific amount of expected savings (annual)

   * Provide a brief explanation of the anticipated savings (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 new recurring cost will be only for the half time faculty person that serves as the project coordinator which will cost $5,000 plus fringe benefits of $1000. There will be materials costs for a $1000 that will provide additional materials that may be disposable. Computers will be replaced in FY 19 at a rate of $9000. The reason that the new/recurring costs are low is because the project has built capacity within its own faculty members and they have gotten trained to go into the schools to serve as coaches and consultants in English/Language Arts and Mathematics for Southeastern area schools. The URG will support the effort provided new training for an additional 6 teachers and will provide $5000 each for a total of $30,000. The Center will become self sufficient because the Center will charge for services rendered to the districts at a rate of 50 days of coaching being at a charge of $1000 per day and it will yield $50,000 the first year when the grant is finished. The 2nd year of the grant being done then the days that the Center will contract out coaching services will be 60 days at a rate of $1000 a day for a total of $60,000. The 3rd year of the coaching services will be 70 days at a $1000 a day for a total of $70,000. The next year the coaching services will be for 80 days at a total of $80,000. This revenue stream will be created for the University of Rio Grande will help to make the Center sustainable.

17. Provide a brief explanation of how the project will sustain itself. 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 Center for Coaching and Professional Development at the University of Rio Grande in Southeastern Ohio will become self sustaining after the grant is finished through the means of paying for services rendered in the third year. The Center will become self sufficient because it will charge for services rendered for 50 days at a rate of $1000 a day and it will yield $50,000. The 2nd year will be 60 days contracted for the Center at a rate of $1000 for $60,000. The 3rd year will be 70 days for a rate of $100 or $70,000. The 4th year will be 80 days for $80,000 and the final year will be 90 days for a rate of $90,000 which will The area schools will realize the improvement that takes place in student achievement and will be willing to pay for contract services for content specific coaches that will help them to make data driven decisions, design assessments based on standards, provide valuable expertise in the area of English/Language Arts and Mathematics and then be able to add Science and Social Studies as content subjects so that coaching can be targeted and serve the very important function of improved student achievement in the poor, under served Appalachian schools that surround the University of Rio Grande. This Center will become a hallmark of subject specific experts that will create a unique partnership in trying to improve the school districts and their student achievement needs.

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 entries.)

   * Proposal Timeline Dates

      Plan (MM/DD/YYYY): 01/15/2014

      * Narrative explanation

      Meeting to take place with all faculty to explain grant parameters. Hire the secretary and the coordinator of program. Choosing of faculty to train as coaches from English and Mathematics faculty. Barrier could be that the faculty member not experienced may wish to train for this opportunity because there will be compensation for them. All trainers will be coming from the School of Education that understand and can deliver the training. Flyer created and mailed out to area businesses, schools and parents and staff explaining the Coaching and Professional Development Center (C & PD) Center. Barrier is that the development of the flyer could be delayed and that could cause the community meeting to be delayed. Community(parents, teachers, faculty, staff and administrative members of URG and the area schools included) meeting set up to explain the implementation of the Coaching and Professional Development Center. Barrier could be community stakeholders that are school personnel not willing to take part in the training, coaching opportunities. Additional meeting with school personnel to explain the project will take place so that the school personnel understand the role of the faculty whose traditions serve as coaches. Program coordinator will set up schedule of coaching. Coaching to take place beginning February until early May.

Implement (MM/DD/YYYY): 2/15/2014

   * Narrative explanation

   A Needs Assessment is administered to the English, Language Arts and Mathematics teachers and administration from the schools in the districts who will come forward for the coaching services. This online survey will delineate the need of the teachers and schools. Results of the survey will be shared with the administration and teachers in a meeting and an action plan will be developed with a schedule of meetings to take place. School of Education Faculty provide training in data-driven decision making, best practices and assessment techniques for the faculties of English/Language Arts and Mathematics as well as discussion counseling on rural, poor, Southeastern schools and the questions that surround student achievement. Once trained the faculties of English/Language Arts and Mathematics provide coaching sessions until the school year is close to the end in May and the achievement testing is complete to area school teachers from within districts of Southeastern schools. Look up the data for the grade levels, school and districts being coached then reach some decisions as to where the coaching begins and when it will end. Provide an assessment of the practice and see results. Barrier could be that teachers may not follow the guidance of the coaches thus causing no change in their practices. Provide targeted English Language Arts and Mathematics coaching based on the needs of the teachers. The coaches will help to resolve issues relevant to content specific questions thus making the teaching and learning
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The faculty at URG that will take part in this project must have the notion that learning new innovative ideas of English/Language Arts and Mathematics will help them to improve their own teaching practices in the university setting as well. While they train as coaches it will have a residual effect of using the techniques they learn to improve their own teaching, learning practices in their university classes as well. They will learn to make data driven decisions and assessment techniques that will be useful in their teaching practices as well. To improve their own teaching, learning practices in their university classes as well.

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.

The rationale for improving the student achievement of students from poverty and under-served areas of Southeastern Ohio is best expressed by the book, "What Works in Schools: Translating Research into Action", 2003 by Robert Marzano. Marzano (2003) states, "my basic position is quite simple: Schools can have a tremendous impact on student achievement if they follow the direction provided research... indeed, perhaps the most compelling evidence for this conclusion is the impressive list of schools that have "beat the odds". These high poverty schools are referred to: "beat the odds" schools because they sport impressive academic achievement from students whose background characteristic would logically preclude it." Marzano (2003) goes on to say, "although many schools have regularly scheduled staff development sessions, much of what is done in these sessions is not necessarily meaningful or useful in terms of impacting student achievement." He presents a cogent argument about the use of coaching in a selective way. He says, "...teachers organize themselves into teams based on common interest or teaching subjects. Then they employ specific techniques in the context of specific lessons." It is these specific techniques that the coaches can help the teachers to develop and implement in their classroom steeped in research based methodologies. It is evident from Marzano's research that team building and reflective practices and good teaching help the teachers to become more cognizant of strategies to help raise the student achievement bar which is what he Coaching and Development Center of the University of Rio Grande is aiming to do with the grant.

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

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

f  Yes  f  No

22. If so, how?

A University based Coaching and Professional Center in Southeastern Ohio to help the area schools will help districts to utilize the expertise can be set up and the partnership can occur not just in English, Language Arts and Mathematics but also subjects of Science and Social Studies thus completing the subjects that can be offered for coaching purposes. Districts can solicit the help of universities in their area and partner with them at a very low cost to provide the expertise needed in the schools. These Centers will be useful for both university faculties and school personnel to work together to improve student achievement. The setup of a Center such as the one proposed will help to build alliances between the school districts, the URG. It can be a showcase of student achievement efforts undertaken in the area for school improvement. The Center of Coaching and Professional Development at the University of Rio Grande will be set up with the grant funding and will charge for services rendered and will become self-sufficient and serve the area schools for the coaching and professional development needs.

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

The lasting impact is definitely to help teachers in Southeastern Ohio to improve their practice of making reflective practices, lesson modeling, team teaching and data-driven decision making have targeted lessons that use the standards for teaching and make sure student achievement is achieved on a cyclical, continuous basis and not just for testing purposes. More than that, the partnership set with the University of Rio Grande will be long lasting and each can serve to help the other in the area of content specific learnings and coaching, data driven decision making and assessment strategies to help with the improvement of student achievement in all areas of schooling. The Center of Coaching and Professional Development at the University of Rio Grande will be set up with the grant funding and will charge for services rendered and will become self-sufficient and serve the area schools for the coaching and professional development needs.

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 goal of this project is the improvement of student achievement in Southeastern Ohio schools so in five years it would be a benchmark that the project would hope to become self sufficient through the charging of fees from area schools so that the coaches can utilize improved the scores of students in all grades levels of English, Language Arts and Mathematics and the scores can become A’s. More than that, student learning would improve significantly as well as new coaching programs can be added and set up that are for Science and Social Studies subject areas as well. The Center of Coaching and Professional Development will become a landmark in Southeastern Ohio at the University of Rio Grande and serve the student achievement needs of area schools.

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 method used will be to have short term tests that measure the progress of each class against the standards covered. The developed tests will include the short term objectives of the standards to be taught and eventually measured. A test that includes all of these short term tests will be administered as well. Data will be shared with the coaches and the teachers and then decisions made as to what needs to be retaught and what needs less attention. Each of the terms will be the same and the tests will continue then the final test will be the achievement tests that are given in the spring. Data from the achievement tests will be shared with the teachers and an analysis does to see what needs to be retaught and what is not retested. A continuous improvement model needs to be implemented in this project so teachers teach, test, reteach and then test again with the data serving the pivotal needs of the student achievement that occurs on a continual basis. Computer literacy will be a must for the teachers so they can track, view the data that is being generated on a continuous basis. It may be that change may have to occur in the strategies of training coaches so they understand the value of increasing student achievement in the schools. University settings and faculty typically are not geared for this purpose so helping them to understand the purpose will have lasting effects.

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.

Accept: Yasmin Shariq, PhD, Director of Grants/Executive to the Provost, Academic Affairs Dept., University of Rio Grande, Rio Grande, Ohio 45674.