

Budget

Clermont County ESC (046292) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (32)

U.S.A.S. Fund #: 466

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	51,200.00	78,000.00	0.00	0.00	129,200.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		36,000.00	12,000.00	65,000.00	0.00	0.00	0.00	113,000.00
Prof Development		0.00	0.00	76,000.00	25,880.00	15,602.00	0.00	117,482.00
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
Indirect Cost							0.00	0.00
Total		36,000.00	12,000.00	192,200.00	103,880.00	15,602.00	0.00	359,682.00
							Adjusted Allocation	0.00
							Remaining	-359,682.00

Application

Clermont County ESC (046292) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (32)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Growth Without Boundaries: Virtual Instructional Coaching (VIC)

2. Project Summary: Please limit your responses to no more than three sentences.
Virtual Instructional Coaching:engaging teachers in personalized, anytime, anywhere learning and reflection to increase student achievement.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
Pre-K Special Education	125 K	100 1	125 2	100 3
50 4	50 5	75 6	7	8
400 9	200 10	25 11	25 12	

Year 1				
Pre-K Special Education	125 K	100 1	125 2	100 3
50 4	50 5	75 6	7	8
400 9	200 10	25 11	25 12	

Year 2				
Pre-K Special Education	125 K	100 1	125 2	100 3
50 4	50 5	75 6	7	8
400 9	200 10	25 11	25 12	

Year 3				
Pre-K Special Education	125 K	100 1	125 2	100 3
50 4	50 5	75 6	7	8
400 9	200 10	25 11	25 12	

Year 4				
Pre-K Special Education	125 K	100 1	125 2	100 3
50 4	50 5	75 6	7	8
400 9	200 10	25 11	25 12	

Year 5				
Pre-K Special Education	125 K	100 1	125 2	100 3
50 4	50 5	75 6	7	8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

a. As principals are equipped with coaching skills, they will impact additional teachers and students through the teacher evaluation cycle. Once coaches and principals have been trained, all students in the district will benefit as virtual coaching has the potential to expand to all teachers in the district, in other ACCESS (consortium of ten ESC's) districts, and other regions or states. There are 108 districts within the ACCESS ESC's with over 312,000 students, and all of these students can improve student learning by having access to teachers who have been or are being coached to integrate research based strategies. The virtual, anytime, anywhere nature of the coaching and personalized learning pathways allows easy replication across all geographical boundaries thus impacting an exponential number of students. The cost savings and time efficiencies in virtual coaching will create the likelihood that this project will expand within the partner districts and other regions and states

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

First and last name of contact for lead applicant
Jeff Weir, Superintendent

Organizational name of lead applicant
Clermont County Educational Service Center

Address of lead applicant
2400 Clermont Center Drive, Suite 100, Batavia, OH 45103

Phone Number of lead applicant
513.735.8300

Email Address of lead applicant
weir_j@ccesc.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

The new standards require students to perform at rigorous levels, but current instructional practices do not promote depth of knowledge or cognitive engagement of students. To increase student achievement, teachers are required to embed research based, robust strategies. According to Hershberg, good instruction is 15 to 20 times more powerful in producing student achievement than family background, income, race, etc. Marzano and Sanders maintain that teachers have the most impact on student learning and that teachers become more effective when they engage in quality, collaborative, job-embedded professional learning. Recent professional development efforts focused on deconstructing standards. Efforts to help teachers understand the content were necessary, but they do not translate into student learning. Hattie's research shows that teacher content knowledge has a negligible (.09) effect size on student learning. Teachers need to learn, practice, and embed research based strategies to ensure student achievement. Teachers are isolated, planning and delivering instruction on their own, with little time for reflection or collaboration, and 40% leave the profession within 5 years. The Gates Foundation states that 90% of

teachers identify time to collaborate as crucial to retaining good teachers, yet professional development is delivered as a one shot experience that does not meet the personalized needs of teachers in terms of content, collaboration, or time. Therefore there is remote possibility that strategies that teachers learn can be implemented. Hattie has shown the importance of feedback on teacher and student performance, but teachers are only observed a few times a year and do not receive adequate feedback in a systematic, ongoing, job- embedded way. Coaching provides teachers with the feedback to embed these practices, but onsite coaching is costly, difficult to schedule, delays the impact of the learning, and incurs loss of valuable instructional time.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

To improve teacher strategies for instruction and increase student achievement, Virtual Instructional Coaching (VIC) will engage teachers/coaches in a systemic coaching process designed to develop effective teaching practices and reflective coaching. This innovation will focus on the implementation of research based instructional practices. Virtual collaborative tools such as Sibme and blended learning pathways to train teachers and coaches will make learning readily accessible anytime, anywhere. VIC embeds learning in the real work thereby protecting instructional time. VIC is cost effective as it eliminates travel time and substitute costs. Teachers need access to strategies with high effect sizes, including teacher clarity and feedback which double the rate of learning for students (Hattie) and tiered questioning strategies with effect sizes of .74 in science and 1.18 in reading (Marzano.) Providing the content in an anytime, anywhere format gives teachers more ownership and allows them to delve into the content in bite sized pieces. Teachers will select a personalized learning pathway relevant to their growth and the needs of their students. According to Linda Darling-Hammond professional development should be "intensive, ongoing and connected to practice." Nations that outperform the US on international assessments invest heavily in PD and build time for ongoing, sustained coaching and collaboration for teachers. VIC provides the intensity and practice needed for teachers. "Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before; into the intellect, behaviors, practices, beliefs, values, and feelings of an educator," explains Elena Aguilar. 85% of teachers who were coached implemented at least one new instructional strategy during the first six weeks of the school year (Jim Knight). Showers and Showers' research shows that when teachers receive theory only, they are able to retain 10% of the knowledge and transfer 0% of that learning, yet with peer coaching and collegial support, they are able to retain and transfer 95 % of the new learning. "In a strong program, coaches tailor support, assess each teacher's progress with observations, use interviews and surveys, and have follow-up visits. Teachers feel more motivated and responsible to act on new skills because coaching makes them personalized and customized on an ongoing basis" (Wong & Wong). VIC provides job-embedded support to make a direct connection between learning and application in daily practice in real time when teachers need it the most. It promotes authentic opportunities for shared leadership, joint decision-making and collaborative problem solving. VIC also eliminates the barriers of time and distance. Often coaches assigned to buildings spend valuable time traveling to observe lessons and adjusting for changes in building schedules. VIC provides opportunities for bridging the research-to-practice gap, and it motivates educators- inspiring excellence and promoting accountability, while decreasing isolation (Marcia Rock). VIC is an impactful process and provides advantages for teachers, coaches, and students: *Improves student achievement by improving teacher practice *Protects instructional time by keeping the teachers in the classroom *Provides more focused feedback around a small segment of teaching *Provides more observations and feedback without the observer physically present, saving time for the observer or coach *Provides an archived video to be reviewed by both teacher and coach *Allows the coach and teacher to use the time stamp to go to a specific episode or moment in time, allowing for reciprocal reflection *Allows teachers to practice their implementation of strategies in a safe space and then choose which evidence to virtually share with the instructional coach *Reduces or eliminates costs for substitutes

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

a. Student achievement i. List the desired outcomes (2000 characters) Within the West Clermont coached classrooms, the following measures will be attained: *80% of students will improve their achievement and value added on the AIR assessments associated with their grade level. (Grades 3-5) *80% of students will meet or exceed reading growth projections on MAP (Measures of Academic Progress) assessments associated with their grade level from fall 2016 to spring 2017. (Grades 2-5) *80% of students will meet or exceed math growth projections on MAP (Measures of Academic Progress) assessments associated with their grade level from fall 2016 to spring 2017. (Grades 2-5) *Using DIBELS (Dynamic Indicator of Basic Early Literacy Skills) data associated with their grade level, the number of students at or above benchmark will increase by 5%. (Grades K-5) Within the Western Brown County coached classrooms, the following measures will be attained: *80% of students will improve their achievement and value added on the AIR assessments associated with their grade level. (Grades 3-12) *Using data from STAR math assessments, the number of students at or above benchmark will increase by 5%. (Grades K-12) *Using data from STAR reading assessments, the number of students at or above benchmark will increase by 5%. (Grades K-12)

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

For the outcomes of the Virtual Instructional Coaching to be accomplished: *Teachers will be willing to learn, reflect, and integrate the research based strategies in their classrooms. *Coaches will be willing to learn the process of virtual instructional coaching by observing, analyzing and asking reflective questions in order to support teachers as they implement research based practices in classrooms. *The blended learning for teachers and coaches will be designed to produce high-quality, powerful learning in short segments and be available anytime, anywhere. *The learning of teachers will be supported by VIC as they implement research based strategies. *The learning for coaches will be supported as they develop skills for observing, analyzing, and asking reflective questions. *Coaches and teachers will be supported as they learn and use the equipment for recording and preparing the virtual coaching sessions. *Teachers will submit videos of classroom episodes on a monthly basis. *Coaches will provide coaching sessions with teachers on a monthly basis. *Students will be in attendance at least 120 days to measure their achievement gain.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the

literature.

The vendor, HCESC, conducted a pilot of Virtual Instructional Coaching during the 2014-2015 school year. Phase I of the pilot involved one coach and one teacher from September through October. Phase II added two additional coaches and two additional teachers from October through January. During Phase III of the pilot, which took place from February through May, one additional instructional coach was added and 11 additional teachers. Protocols for Virtual Coaching were developed during this time. Feedback was also gathered from the principal and teachers impacted by the coaching. VIC had a powerful impact on job-embedded learning, increased reflective practice, and increased support for the classroom teacher. The principal reported that while he strives to be an instructional leader, coaches were able to provide a level of support that he was unable to give based on his duties as building leader. Anna, the first teacher to be involved in the Virtual Instructional Coaching pilot, reported the following: "I definitely think videotaping myself teaching helped me accelerate my development as a professional teacher. I see it this way, you can read something numerous times in a textbook, but until you experience it, you won't truly understand the meaning behind it. I could have any number of people come in my room, watch me teach, and then give me constructive feedback. But until I was able to watch myself teach and see what they were talking about, I didn't really understand it. I have gotten invaluable feedback and ideas from my virtual coach, but I also notice things when I watch videos of myself teaching; it makes me feel a little like a coach of myself." Because of the positive feedback received from the principal and teachers involved in the pilot, the LEA chose to contract with HCESC to scale up VIC to involve 8 HCESC instructional coaches who will coach approximately 300 teachers across 14 schools in Michigan and Ohio during the 2015-2016 school year. Onsite coaching by HCESC positively impacted a large urban district in Ohio where 7 schools in 2011-2012 showed a measureable increase in student achievement and growth as evidenced in the performance indicator and value-added data. 71.2% or 5 of 7 schools receiving coaching had above growth in value-added for 2011-12. Two of the schools improved their rating on the report card, (28.6%) moving from continuous improvement to effective, or from continuous improvement to excellent. 4 out of 7 (57.1%) maintained their rating; and one went from continuous improvement to academic watch. In contrast, this district showed a decline in their performance indicator and value added, moving from Effective to Continuous Improvement and from Above in value added to Met. Principals cited positive results around the themes of job-embedded learning, feedback, instructional strategies and modeling. Coaches provided job embedded professional learning, helping teachers make the shifts through lesson planning and implementation to ensure that there was rigor and alignment with Ohio's New Learning Standards. According to principals, coaches provided substantive feedback in an unbiased way that helped teachers improve their instruction in their content areas. Principals indicated that coaches provided instructional strategies to increase math and reading skills, to build capacity regarding effective instruction, and providing support for co-teaching. Principals also cited the collaborative spirit that was created in the staff as a result of the coaching support. The one comment that resonated in all of the qualitative information from the principals was we need "more of this!" Unfortunately, onsite coaching is costly, time consuming and constrained by geographic boundaries.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

For students in virtually coached classrooms: ? 80% of students will increase achievement and value added on the AIR assessments associated with their grade level. ? Students in grades 4 and above will complete a pre and post survey to reflect on how the strategies implemented by the teachers impacted their learning. Results will show a 30% increase in areas measured by the survey. Within the West Clermont coached classrooms, the following measures will be attained: ? 80% of students will meet or exceed reading and math growth projections on MAP (Measures of Academic Progress) assessments associated with their grade level from fall 2016 to spring 2017. ? Using DIBELS associated with their grade level, the number of students at or above benchmark will increase by 5%. Within the Western Brown coached classrooms, the following measures will be attained: ? Using STAR reading and math assessments, the number of students at or above benchmark will increase by 5%. For teachers receiving virtual coaching in participating districts: ? Teachers will complete a pre and post survey to allow students to reflect on how the strategies impacted their teaching and the learning of their students. Results will show a 70% increase in areas measured by the survey. ? Teachers will create a pre and post video, and mentor coaches will assess their level of implementation of research based strategies by using a 5 point rubric. Teachers will advance 2 levels on a 5 point rubric from fall 2016 to spring 2017. For coaches receiving virtual coaching in participating districts: ? Coaches will complete a pre and post survey on their coaching knowledge and skills. Results will show an 80% increase in areas measured. ? Mentor coaches will assess district coaches' skills using a 5 point rubric. Coaches will advance 2 levels on a 5 point rubric at the completion of the cycle of professional development and virtual coaching.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

For students in West Clermont and Western Brown who are in classrooms where the teacher is receiving virtual coaching: ? 80% of students will improve their achievement and value added on the AIR assessments associated with their grade level. ? Students in grades 4 and above will complete a pre and post-survey to reflect on how the strategies implemented by the teachers impacted their learning. Results will show a 30% increase in areas measured by the survey. Within the West Clermont coached classrooms, the following measures will be attained: ? 80% of students will meet or exceed reading and math growth projections on MAP (Measures of Academic Progress) assessments associated with their grade level from fall 2016 to spring 2017. ? Using DIBELS (Dynamic Indicator of Basic Early Literacy Skills) associated with their grade level, the number of students at or above benchmark will increase by 5% from fall 2016 to spring 2017. Within the Western Brown coached classrooms, the following measures will be attained: ? Using STAR reading and math assessments, the number of students at or above benchmark will increase by 5%.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Project Evaluator, Project Implementation Director, and Virtual Coaching Coordinator will monitor qualitative and quantitative measures of student achievement and teacher/coach progress. Advisory Council will provide recommendations, and the Project Implementation Director and district partners will use this information to take steps to address any issues that might put the project in jeopardy. Digitally recorded lessons will provide evidence of implementation and will be a way of formatively assessing the progress that teachers are making in implementing the strategies. Coaches' annotation of the videos will show the progress they are making in providing feedback and fostering reflective practice of their teachers. Data from these sessions will determine if more intensified professional learning needs to occur for coaches and/or for teachers. Mentor coaches will provide intensified coaching and support to help coaches develop and improve skills in the following areas: *questioning and reflective process *building rapport and credibility with the teachers they serve *refining their coaching knowledge and skills Coaches, in collaboration with the mentor coaches, will provide intensified coaching and support to help teachers develop and improve skills in the following areas: *effective implementation of the research based strategies

*reflective practice *knowledge of strategies If teachers are not providing evidence through videos or not completing the professional learning pathways, coaches will notify the Project Implementation Director, who will ask district contact to re- communicate expectations of the grant, take corrective action, and possibly replace with teachers who will implement the project with fidelity. If coaches are not meeting their coaching obligations or are not progressing in their skills after intensified support, the Virtual Coach Coordinator will notify the Project Implementation Director so corrective steps can be taken.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

Using a shared services delivery model, VIC will increase the quality and quantity of personalized professional learning and coaching in an efficient, effective way easily sustained, expanded, and replicated over a large geographic area. VIC involves two ACCESS school districts and their ECS's, vendors, and additional ACCESS Educational Service Centers. Coaches and professional learning will be shared among

ACCESS members. ACCESS is an alliance of 10 ESC's designed to leverage the capacity and expertise of its individual members to meet the needs of local, regional, and state educational entities to provide equitable access and scalable quality for the communities served. Initially the grant will involve 2 districts, 5 buildings, 32 teachers and 36 coaches. The districts will identify administrators and mentor coaches to expand VIC to all core teachers across the districts. ACCESS ESC's will identify 14 coaches to be trained as part of the shared services delivery model. VIC will then be expanded as a shared services delivery model to all 10 ACCESS ESC's and 108 ACCESS districts, potentially impacting over 17,000 teachers and 312,000 students.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

* Districts have common needs for professional learning. Developing personalized learning pathways to be used by multiple districts is more efficient and cost effective than each district developing its own professional development. * VIC will scaffold and support the teacher's implementation of research based strategies with high effect sizes by providing job-embedded, ongoing coaching. * VIC is a more cost effective, efficient way to deliver coaching support by eliminating the barriers of time and location. * Coaches will be able to serve more teachers in more schools in a larger geographic area due to elimination of travel time and constraints of a schedule that is dependent on the school day. * Cost of equipment and licenses will be reduced by negotiating and purchasing larger quantities for all partners involved. * Advisory council will ensure two way communication between districts and teachers and the developers and facilitators of professional development and coaching training.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

Early Efforts: The vendor, HCESC, conducted a pilot of Virtual Instructional Coaching during the 2014-2015 school year with 4 coaches and 12 teachers. Protocols for VIC were developed during this time. Feedback was gathered from the principal and teachers impacted by the coaching. VIC had a powerful impact on job-embedded learning, increased reflective practice and support for the classroom teacher. The principal reported that while he strives to be an instructional leader, coaches were able to provide a level of support that he was unable to give based on his duties as building leader. Because of the positive feedback received from the principal and teachers involved in the pilot, the LEA chose to contract with HCESC to scale up VIC to involve 8 HCESC instructional coaches who will coach approximately 300 teachers across 14 schools in Michigan and Ohio during the 2015-2016 school year. Coaches are coaching at multiple buildings in a variety of locations or states without any travel time involved. Efficiency: An onsite coach faces the barriers of conforming to the 7 hour school day, building schedule and planning times, and is able to observe and give feedback to approximately 4-6 teachers a day. Additional time is required to travel to the building site, travel within the building from classroom to classroom, and to travel between building sites. This reduces the actual amount of observation and coaching to 3-4 teachers a day. A virtual coach is able to observe and give feedback to approximately 10-12 teachers in that same time frame. This triples the number of teachers who can benefit from job embedded coaching. Research: The fields of medicine, law, and business report that virtual coaching and learning has created efficiencies and scalability and enhanced the effectiveness of their professionals. The Harvard Business Review cites effectiveness of virtual coaching and professional development that matches flexible learning options to different learning styles. Millennials who came of age using cell phones, computers and video game consoles expect technology to support their learning. This type of learning also helps prepare our teachers to meet the needs of the iGen students whom they serve. The flexible learning options are attractive to busy educators with heavy workloads. According to HBR, virtual coaching teaches employees to own their career development as they self-direct and control their learning future. Don Jones, former VP of Learning at Natixis Global Asset Management summarized like this: "We need to have 'customized solutions' for individuals, while simultaneously providing scale and cost efficiency across the organization." Jo Romano, who has worked 35 years in management and is a Certified Professional Coach, Leadership and Management Consultant and Trainer, states that while coaching has been face to face and is usually confined in a definite setting, there are substantial benefits of virtual coaching: ? Geographical locations and preoccupied schedules are no longer barriers. This method offers stability of learning, efficiency and development. ? It helps cut expenses. Face to face coaching costs more than virtual coaching even though you get the same benefits. ? It cultivates self-examination and critical thinking. Coaching helps develop professional growth; one must have an opportunity to be aware of the things that really needed. Self-direction and efficacy are enhanced. ? Offers more privacy. Virtual learning provides a solution to those who want to keep their coaching affiliations concealed. ? No time and distance barrier. Since you don't have to meet your coach personally anymore, you don't have to worry about distance or your busy schedule.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

To monitor progress and assure that virtual instructional coaching is implemented with fidelity and has the potential to become a shared service that is easily sustained, expanded, and replicated over a large geographical area, the Project Implementation Director will: *Collect quantitative efficiency data by monitoring the number of coaching sessions provided by coaches within the consortium in second semester of 2015-16 as compared to first semester of 2016-17. Data will also be collected on the amount of time that consortium coaches spend reviewing lessons and providing feedback. *Collect qualitative data on effectiveness by * Reviewing input and feedback from the Advisory Council and district contacts to determine if the shared services are *effective in producing quality professional learning for teachers. *effective in improving the quantity and quality of coaching of identified teachers.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

Critical points on the implementation timeline have been identified to assure that VIC increases the quantity and quality of professional learning and has the potential to become a shared service that can be easily sustained, expanded, and replicated over a large geographical area. *Collect semiannual quantitative data on the number of coaching sessions from fall 2016 to spring 2017. *Collect semiannual quantitative data on the amount of time that coaches spend reviewing lessons and providing feedback from fall 2016 to spring 2017. *Collect pre and post data on the quality of the coaching sessions and feedback from fall 2016 to spring 2017. *Collect pre and post qualitative data from virtual coaches on knowledge and skills surrounding coaching from fall 2016 to spring 2017. *Collect pre and post qualitative baseline data from Cohort I teachers on knowledge and skills related to the content of their personalized learning pathway from fall 2016 to spring 2017. *Collect monthly qualitative data from teachers regarding the quality of their professional personalized learning pathway. *Collect qualitative data from coaches regarding the quality of the blended virtual instructional coaching training.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The Project Evaluator, Project Implementation Director, and Virtual Coaching Coordinator will monitor qualitative and quantitative measures of student achievement and teacher and coach progress. Advisory Council will provide recommendations, and the Project Implementation Director and district partners will use this information to take steps to mitigate and address any issues that might put the project in jeopardy. Actions may include adjusting the intensity or content of the training for teachers and or coaches. If teachers or coaches report or share evidence indicating they are not satisfied with the personalized professional learning, the Project Implementation Director will communicate and collaborate with the design team to adjust and refine the content of the personalized professional learning. If teachers fail to provide evidence through videos or fail to complete the personalized professional learning pathways, coaches will notify the Project Implementation Director, who will ask district contacts to re-communicate expectations of the grant, take corrective action, and possibly replace with teachers who will implement the project with fidelity. If coaches are not meeting their coaching obligations or are not progressing in their skills after intensified support, the Virtual Coaching Coordinator will notify the Project Implementation Director so that corrective steps can be taken in order for outcomes to be achieved. If data shows that coaching sessions are not effective, mentor coaches will increase support for coaches or provide additional consultation. Mentor coaches will evaluate and provide mid course corrections and support in time management for coaches.

10. Which of the following best describes the proposed project? - (Select one)

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

359,682.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

Clermont County ESC will provide: Project Implementation Director, Stan Laferty. He will spend about 40% of his time at a cost of, including salary and benefits, \$48,000 for the first year of the grant. In the following years, monitoring the grant will be a part of Stan's job responsibilities. Copies and other administration supplies at a cost of \$5000. Purchase the equipment and distribute to grant districts and ACCESS ESCs, 58-SWIVL bases at a cost of \$360 each from SIBME (\$20,880) and 58 ipads from a local store at a cost of \$269 each (\$15,602) for a total equipment cost of \$36,482. Purchased services include: SIBME (\$78,000) 200 teacher and coach multi-year licenses (6 years) for the virtual platform and the maintenance of those licenses for the life of the grant. These will be distributed by CCESC to the grant districts and the ACCESS ESCs. Hamilton County ESC (\$167, 200) In Phase I this spring and summer HCESC will develop and deliver customized professional development for the virtual instructional coaches at a cost of \$20,000. This customized learning will be packaged as a train-the-trainer model that can be utilized by the districts and the ACCESS (composed of ten ESC's in the southern half of Ohio) to train additional instructional coaches through the life of the project. This will support the scaling of Virtual Coaching throughout ACCESS school districts which will impact over 300,000 students. HCESC will develop and deliver customized professional development for the teachers in the grant districts at a cost of \$56, 000. The customized learning will include personalized pathways and will incorporate research based instructional strategies to be provided in an any time, any place online format that can be utilized for the life of the project. This professional development will support current district initiatives so that it is not seen as something additional but rather the continuous improvement of providing rigorous learning for all students. HCESC will utilize experienced instructional/mentor coaches that will provide monthly rounds of Virtual Instructional Coaching in Phases II and III of the grant at a cost of \$51,200. These Virtual instructional rounds will be in conjunction with ESC and trained district coaches in a gradual release of responsibility model that will enable the ESCs and district coaches to continue the coaching indefinitely which will support future sustainability and expansion. HCESC will provide an experienced Virtual Coaching Coordinator to coordinate Virtual Coaching in collaboration with the grant districts. This Coaching Coordinator will maintain communication with the Project Implementation Director at a cost of \$40000. The total for all of these services will be \$167, 200 Dr. Lillian Hawkins (\$25, 000) Dr. Hawkins will evaluate the successful

implementation of the grant. Dr. Hawkins will prepare protocols for data collection, the process to analyze results, and will make recommendations for improvement throughout the duration of the grant. She will prepare regular reports (at least bi-monthly) for the consideration of the Advisory Council and the Project Implementation Director. At the conclusion of the grant Dr. Hawkins will provide a statistical analysis of the impact of the grant work on the established goals. Dr. Hawkins will provide will use a solid research approach to evaluate the progress of the grant for a total of \$25,000

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Sustainability costs include any ongoing spending related to the grant project after June 30 of your grant year. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have any sustainability costs, applicants should explain why. The Growth Beyond Boundaries project will not require the districts to provide any sustainability costs during the five years after June 30 of the grant year. The costs for all of the software licenses needed are included in the multi-year contract with Sibme. All equipment needed was also purchased in the year of the grant. This equipment has an average life-span of over 6 years which means there will be no needed replacement during the next five years or longer. The professional development for all Mentor Coaches that is provided in the grant year is a train the trainer approach which creates a self-sustaining model and thus no additional costs to the districts. The professional development for the teachers was developed in the grant year and can be provided in future years through each district's professional development budget with no increase in those funds. With all of this in mind there are no sustainability costs to the districts involved in the grant. It should be noted that when the multi-year licenses for the Sibme software end and replacement equipment is needed in the future, these funds could be made available inside of each district's normal professional development funds and savings created by having in-district virtual coaches. a.

Sustainability Year 1 The grant will cover all costs to the two districts involved in this grant. These costs include needed professional development, software licenses, equipment, Virtual Coaching training, and Virtual Coaching rounds. The professional development will be embedded in each district's current professional development days and plans along with using a blended approach which will not require any additional costs to each district. b. Sustainability Year 2 One of the key components of this grant is a train the trainer model. The content for the needed PD was developed in Year 1 along with training district leaders and teachers to be able to facilitate the PD and the Virtual Coaching. The equipment needed was purchased in Year 1. The software licenses to do the Virtual Coaching were paid in Year 1 as part of a multi-year contract. The needed PD will become a part of the district's annual PD plan at no additional cost. This program has been designed to have no additional costs for each district involved. c. Sustainability Year 3 During Year 3 the implementation of the PD and Virtual Coaching will continue to be expanded throughout each district as a part of their projected PD costs for that district. As noted in Year 2 all other costs were covered in year one. There are no additional costs for the district which supports sustainability. d. Sustainability Year 4 During Year 4 the implementation of the PD and Virtual Coaching continues to be expanded throughout each district as a part of their projected PD costs for that district. As noted in Year 2 all other costs were covered in year one. There are no additional costs for the district which supports sustainability. e. Sustainability Year 5 During Year 5 the implementation of the PD and Virtual Coaching continues to be expanded throughout each district as a part of their projected PD costs for that district. At this point all staff will have been provided the PD and supported using Virtual Coaching led by previously trained ESC and district coaches. As noted in Year 2 all other costs were covered in year one.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

As there are no sustainability cost for the grant districts, the districts will retain any cost savings generated by the VIC project. Some of these cost savings will include reduced professional development costs, diminished costs for teachers being out of the classroom, and decreased travel expenses as the ESCs service those districts.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be

replaced in order to ensure the life of the innovative project.

As there are no sustainability costs for the grant districts, the districts will retain 100% of the savings generated by the VIC project. Although not required for the implementation of the grant, West Clermont Local School District will not replace a Professional Development Coordinator after the 2015-2016 school year. This annual savings of \$23,324 will enable equipment to be replaced, if necessary. Also, Western Brown will experience diminished sub costs through implementation of the blended PD approach, which will allow them to recapture \$2,325 annually to apply toward any equipment replacement costs.

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range 11/05/15-1/31/2016

b. Scope of activities - include all specific completion benchmarks.

*Facilitate brainstorming, visioning and research sessions *Conducted superintendent meetings, district/partnership meetings, and partner/provider meetings *Attended webinars and Regional Straight A meetings *Developed a communication and coordination plan *Established and maintained committees for grant planning *Reviewed previously successful grant applications *Explored alternative delivery systems for professional development *Developed Phase I Action Plan *Secured District Partnerships *Secured and analyzed district data *Consulted with districts to identify coaches *Investigated effective coaching models to incorporate in training for coaches *Worked with districts to identify content for personalized learning pathways for teachers *Consulted and selected vendor partners for implementation and evaluation

22. Implementation (grant funded start-up activities)

a. Date Range Phases: I- 2-6/16; II- 8/16-5/17; III- 2-6/17

b. Scope of activities - include all specific completion benchmarks

*Phase I Feb.-June 2016 *Notify partners who will identify personnel for the project *Convene Advisory Council for progress monitoring, communication, and coordination *Form design teams from district, ESCs to determine professional learning content and to tailor VIC. *Create VIC training on effective coaching models and the video resource and sharing platform, Sibme *Launch VIC training with Cohort I *Collect baseline data on student achievement *Collect baseline data on VIC sessions for teachers during the 15-16 school year *Collect data from coaches on coaching skills *Select customized research based instructional strategies *Create and customize learning pathways *Advisory Council makes recommendations for Phase II Phase II- August 2016-May 2017 *Launch learning pathways for Cohort I teachers *Begin monthly VIC with Cohort I teachers and VICs *Collect data from Cohort I teachers on knowledge and skills on the content of their learning pathway *Collect data from student surveys *Collect data from coaches on coaching skills *HCESC provides professional learning, feedback and support for Cohort I VICs *Advisory Council makes recommendations for Phase III *Implement communication plan Phase III Feb.-June 2017 *Begin training and support for Cohort II VICs and teachers *Begin monthly VIC cycles with Cohort II teachers and VICs *Collect data from Cohort II teachers on knowledge and skills of their personal learning pathway *Collect data from student surveys *Collect data from coaches on knowledge and skills of coaching *HCESC provides professional learning, feedback and support for Cohort I VICs *Implement communication plan *Design deeper learning for Cohort I and II VIC *Refine content for personalized learning pathways based on participant feedback, analysis of VIC cycles and student achievement impact *Evaluation of Phase II

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range School year 2017-18 to 2022-23

b. Scope of activities - include all specific completion benchmarks

*District will have coaches and teachers who have substantive knowledge and implementation of research based strategies *32 teachers will be familiar with the process of virtual instructional coaching and the implementation of research based strategies and can be used as a pool for additional coaches. *Brown County ESC and Clermont County ESC, as well as additional ACCESS districts (108 districts serving approximately 312,210 students) could replicate this process. *Districts beyond those geographical boundaries could replicate this process with the potential to impact teachers and students nationwide. *Personalized learning pathways and monthly virtual instructional coaching

cycles will continue with Cohorts I and II and any additional cohorts. *District virtual instructional coaches will continue to refine, inform, and develop content for personalized learning pathways based on participant feedback, analysis of virtual coaching cycle progress and student achievement impact. *The implementation process outlined in Phases I-III will be replicated within other buildings in the districts involved, districts in the ACCESS consortium and possibly other districts who see the benefits in student achievement and teacher efficacy from this approach. *Semi-annual reports will be prepared regarding compliance with implementation of the plan. At the end of each year, intermediate summative analyses will determine the degree of impact of the project and inform the implementation of the following academic year. The final comprehensive summative evaluation will review the project's activities, report on the results of the analysis of the attainment of set goals and contain the reported observations regarding the impact and value of the project's activities by the stakeholders.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Implementation of Virtual Instructional Coaching will result in the transformation of teaching practices of participating schools. Teaching practices continue to be shown as the most important factor in student achievement and growth. According to Hershberg, good instruction is 15 to 20 times more powerful in producing student achievement than family background, income, race, gender and other explanatory variables. Unfortunately, current professional development does not support this transformation. According to Edsurge, only 29% of teachers are highly satisfied with current professional development offerings, and large majorities of teachers do not believe that professional development is helping them prepare for the changing nature of their jobs, including using technology and digital learning tools, analyzing student data to differentiate instruction, and implementing the Common Core State Standards and Ohio's New Learning Standards. According to Gates' research "Teachers Know Best", teachers who choose their professional development have more than twice the level of satisfaction with their learning. Fewer than 50% of teachers indicated that they have received any coaching within the last year. Many of the most recent educational initiatives in Ohio focus on teacher practices through evaluation, residency, and reflection. The process to be executed in this grant incorporates best practices so that teachers are able to reflect on their own professional growth as they incorporate proven strategies that will have a positive impact on student achievement. On-going, embedded collaborative reflection is the key to professional growth. Utilizing technology to meet the barriers of face to face professional learning and coaching will promote continual refinement of professional practice. Implementation of Virtual Instructional Coaching will result in the following critical instructional and organizational changes: ? Student achievement will improve as students are exposed to more research based strategies with strong effect sizes implemented with support and fidelity. ? Teachers will participate in personalized PD that can be accessed anywhere, anytime tailored to their needs and to the needs of their students and delivered in small, manageable segments. ? Teachers will receive virtual instructional coaching to support new learning and will be provided with relevant, useful, real-time feedback to improve their performance and refine their practice. ? Teachers will have access to a safe, private space to practice and reflect on their learning. Teachers will record lessons and be provided with a storage space that can be used for self-reflection with or without the support of a coach. ? Virtual coaching will change the structure of classroom observations. Teachers will experience an increase in the frequency of observations and receive focused feedback based on personalized learning pathways thus increasing the impact of reflective practice. ? Observation times will be re-structured and will not be dependent upon building schedules; teachers upload the video at any time and coaches can respond at anytime. ? Video feedback will promote the sharing of resources between the coach, teacher and vendor. ? Districts will have the capability to archive videos for future use. ? Staff will have access to expanded learning communities through the collaborative structure provided by the video and resource sharing platform, Sibme.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. Lillian Hawkins 281 Carriage Circle Drive Cincinnati OH 45246 513-708-6277 Email: lillihawk@fuse.net

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Parallel quantitative and qualitative data will be collected independently to measure the impact of the VIC innovation. Using qualitative data will enrich the analysis by identifying issues or obtaining information on variables not obtained by quantitative data alone. Qualitative data will allow us to examine and explain results from the quantitative data and triangulate the data to confirm and reinforce or reject the hypothesis that VIC improves teaching and learning. All data will be analyzed sequentially to determine if mid course implementation changes need to be made in the intensity of professional learning or in the coaching process. Success of the project, lessons learned and efficiency and effectiveness data will be shared with ACCESS members and ESCs throughout Ohio and through a variety of publications and social media. Data Collection, Measurement Timelines, and Methods for Analysis Students: *Pre and post student achievement data will be collected from participating districts using state assessments and existing vendor assessments *Pre and post qualitative student data will be collected

from student surveys *The growth in number of students impacted by the grant will be monitored For students within partnering districts the following data will be collected and analyzed: *Achievement results and value added growth projections on the AIR assessments from spring 2016 to spring 2017 *Pre- assessment (fall 2016) and post assessment (spring 2017) of students in grades 4-12 to reflect on how the strategy/strategies implemented by the teachers impacted their learning *Pre and post number of students impacted by job embedded coaching on research based strategies will be calculated Within West Clermont Local, the following measures will be monitored: *Fall 2016 and Spring Reading and Math MAP (Measures of Academic Progress) associated with student grade levels *Fall 2016 and spring 2017 Dibels (Dynamic Indicator of Early Literacy Skills) associated with student grade levels Within Western Brown Local, the following measures will be monitored: *Fall 2016 and spring 2017 STAR reading and math assessments associated with student grade levels Teachers: Baseline and post quantitative data will be collected from participating districts using state assessments, teacher growth measures, and existing vendor assessments. Baseline and post qualitative teacher data will be collected from teacher surveys and lesson videos and analyzed by mentor coaches. Pre and post assessment surveys will be analyzed to determine growth on how the strategies impacted the teaching process. Content in pre/post videos of teaching will be analyzed using content analysis to determine themes and growth. Teacher ratings will be analyzed for the impact that professional learning and virtual coaching has on student value added. The number of teachers impacted and the number of teacher observations with coaching feedback will be monitored. For teachers receiving VIC: *Student Growth Measure ratings *Pre and post teacher surveys reflecting on how the strategy/strategies impacted instruction and learning *Pre and post videos analyzed by coaches and mentor coaches using a 5 point rubric *Increase in the number of teachers receiving virtual coaching on a monthly basis *Increase in the number of teacher observations with coaching feedback Coaches: Pre and post qualitative and quantitative data will be collected from coaches on knowledge and skills of coaching. Data will be analyzed using content analysis to look for themes and areas of growth as well as areas that may need to be developed for future professional learning. For coaches in both partnering districts receiving VIC: *Pre and post assessment survey and a post-assessment survey on coaching skills, for example, analyzing, reflecting, and giving feedback *Pre and post video analysis of coaching sessions using a 4 point rubric *Increase in number of VIC sessions with mentor coach feedback

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

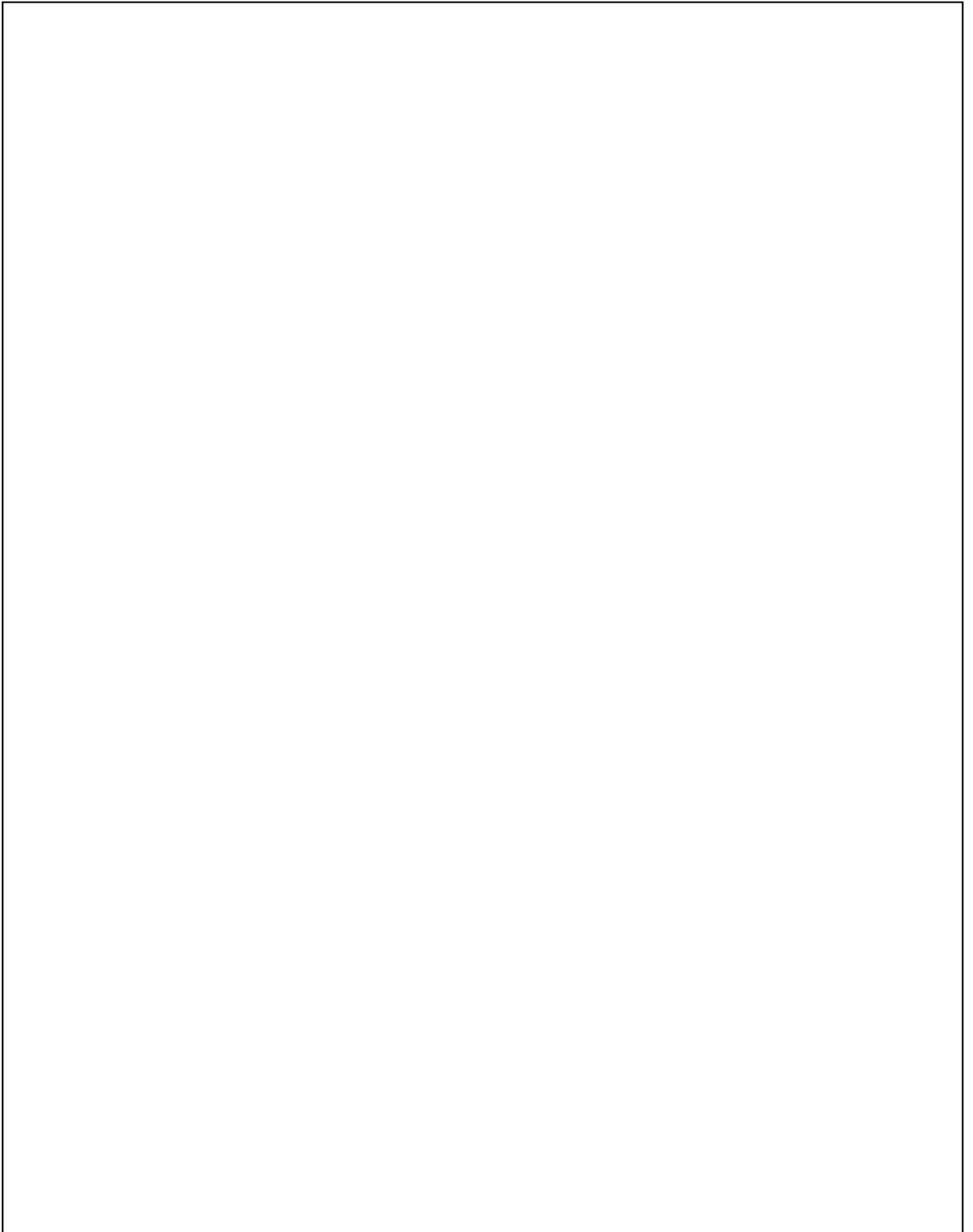
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

Virtual Instructional Coaching is a comprehensive, innovative, scalable, and sustainable solution that will deliver measurable results on student achievement, teacher satisfaction, and teacher efficacy. The power behind this proposal is that it is intentionally designed to produce a multiplier effect. The plan for replication, its cost of implementation, and the ease of scaling it upward have been integrated into the original plan for this proposal. Success of the project, lessons learned and efficiency and effectiveness data will be shared with ACCESS members and ESCs throughout Ohio and through a variety of publications and social media. Lessons learned will be shared with other districts through the ESCs in ACCESS. ACCESS is a consortium of 10 ESCs with a total of 108 districts, serving over 312,000 students. Each of the ACCESS ESC's will have the opportunity to train coaches so that they will be prepared to implement the VIC should they choose to do so. The previously developed pathways for professional learning will not require any more development time and can be accessed by teachers or coaches anywhere for a minimal cost. With the Professional Development and the coaching process, districts would be ready to implement VIC. Because the teaching segments will be on video and the coaching feedback will be tagged to those segments, examples can easily be shared with other districts and used to train additional coaches or to show examples of research based strategies. Training virtual coaches in two of the ACCESS districts ensures that teachers in these two districts will receive quality virtual coaching during the life of the grant and well beyond the five years. Because the coaching is virtual, trained coaches can also serve in other ACCESS districts. Trained coaches who have completed a cycle of successful coaching can become mentor coaches to provide support to new, additional coaches. Teachers who have been coached will have the potential to become coaches themselves, expanding the pool of coaches and increasing the number of teachers who can receive coaching. All 312,000 of the students in ACCESS districts will have the potential to improve their learning by having access to teachers who have been or are being coached and are integrating research based strategies. The implications of the grant and its reach will expand quickly beyond the borders of the two districts, throughout the ACCESS districts, and across the state and beyond. The intense, quality coaching and the powerful professional learning segments are virtual and have the capability of being scaled anywhere, and future users who will benefit from these practices will be able to access the learning anytime, anywhere. VIC can transform learning for students and teachers, and is easily replicated and expanded among other districts within the region, state and nation and will result in this project benefitting many students and teachers for years to come.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP). -Jeff Weir, Superintendent CCESC



Consortium

Clermont County ESC (046292) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jim	Frazier	937.378.6118	james.frazier@brown.k12.oh.us	Brown ESC	046029	9231 Hamer Rd., Georgetown, OH, 45121-1229	
Raegan	White	937.444.2044 ext 25015	raegan.white@wb.k12.oh.us	Western Brown Local	046060	524 W Main St, Mount Orab, OH, 45154-8262	
Keith	Kline	513.947.5000	kline_k@westcler.org	West Clermont Local	046359	4350 Aicholtz Rd, Cincinnati, OH, 45245-1505	
Dave	Distel	513.674.4236	dave.distel@hcesc.org	Hamilton County ESC	047324	11083 Hamilton Ave, Cincinnati, OH, 45231-1409	

Partnerships

Clermont County ESC (046292) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Bill	Sears	513.674.4207	bill.sears@hcesc.org	Hamilton County ESC	047324	11083 Hamilton Ave, Cincinnati, OH, 45231-1409	
Dave	Wakefield	888.601.6786	davew@sibme.com	Sibme		5100 Westheimer Road, Suite 200, , Houston, TX, 77056	
Lillian	Hawkins	513.772.7812	lillihawk@fuse.net	Project Evaluator		281 Carriage Circle Drive, , Cincinnati, OH, 45245	

Implementation Team

Clermont County ESC (046292) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Lillian	Hawkins	Project Evaluator	The Project Evaluator will work with the Project Implementation Director to prepare protocols for data collection and analysis. The Project Evaluator will oversee the collection of data, analyze the data in a timely manner, write reports and communicate with the Project Implementation Director. She will make periodic reports to the Project Implementation Director and the Advisory Council. Dr. Hawkins will analyze quantitative and qualitative data (component design) to measure the impact of the VIC innovation and triangulate the data to confirm and reinforce or reject the hypothesis that VIC improves teaching and learning. All data will be analyzed sequentially to determine if mid course implementation changes need to be made in the intensity of professional learning or in the coaching process. Success of the project, lessons learned and efficiency and effectiveness data will be shared with ACCESS members and ESCs throughout Ohio and through a variety of publications and social media.	Lillian is a Professional Development Associate with The Leadership and Learning Center. She offers more than thirty years of experience as an educator and principal. Dr. Hawkins has conducted audits of schools nationwide, gathering data and writing evaluation reports. She has facilitated school improvement teams, strategic planning, and assessment development; conducted diversity training, facilitated community focus groups, coached and mentored new principals	Served as a PRAXIS III assessor for entry year teachers in the state of Ohio; and taught as an adjunct professor at Miami University in Oxford, Ohio.	Ph.D. in Educational Administration in the department of Educational Leadership at Miami University in Oxford, Ohio.	25	
Stan	Laferty	Project Implementation Director	? Select first cohort coaches to receive professional learning around the strategies and the process of effective coaching as well as virtual coaching tools ? Select first cohort of teachers to receive professional learning and virtual coaching ? Select representatives to the Advisory Council ? Utilize a communication network to share information to all stakeholders ? Develop a plan to explain to other ACCESS members, the opportunity afforded by the	Prior Relevant Experience: OTES/OPES trainer, OIP facilitator, utilizing the Decision Framework to develop needs-driven professional development efforts, coordinator of service delivery for curriculum and school improvement efforts in nine districts. Stan has expertise and experience with formative	Highly Skilled Educator in KERA Distinguished Educator Cadre Director of School Improvement, Clermont County ESC	Specialist Degree in Educational Administration from University of Cincinnati	20	

			<p>grant ? Oversee, evaluate, and ensure the fidelity of implementation of VIC within the districts ? Actively support and monitor the use of the resources throughout all participating teachers, coaches, and grade levels ? Consult with the Project Implementation Director regularly ? Oversee data collection related to the project goals around student achievement, acquisition of strategies, and impact of coaching sessions ? Provide input to Project Lead on functions of the VIC project around design, delivery, coordination, and communication structure necessary for successful implementation of the grant ? Serve as a point of contact for district partners ? Provide input to Project Implementation Director on the communication and coordination plan ? Oversee implementation plan for the project within identified school district ? Provide documentation and inform communication for replication of the project ? Communicate regularly with district partner, school administrators and CCESC Project Lead to ensure project operations are in alignment with grant requirements</p>	<p>assessments in multiple districts including walk-through observations and peer coaching methods, member of Region 13 School Improvement Advisory Council. Stan will serve as the Project Implementation Director to ensure communication and smooth implementation of the project.</p>				
Jeff	Weir	Project Lead	<p>The Superintendent, Jeff Weir, will work closely with the Grants Administration Director to ensure compliance within each identified school district and across the consortium as it pertains to the grant guidelines. Partner Superintendents will communicate regularly with district leadership, school administrators, teachers and ESC leadership to ensure project operations are in alignment with the grant requirements. CCESC will collaborate with all partners involved in the project to facilitate successful implementation of the full scope of the work of the project. CCESC will hold all contracts for services and products and ensure that each partner is meeting</p>	<p>CCESC is positioned through strategic partnerships to build bridges between the ESC and the districts by leading the delivery of value-driven solutions to facilitate change and innovation. CCESC has the capacity to provide leadership and coordination and support for this project. CCESC is qualified to provide leadership of this grant because of the highly skilled cadre of curriculum and school improvement resources with ample expertise to monitor the coaching activities</p>	<p>Prior relevant experience: Clermont County's experience coordinating and facilitating rollout of instructional initiatives is extensive and includes classroom level supports for formative instructional practices and best-practice instructional strategies. A wealth of workshop presentation experience resides among the five CCESC staff committed to the successful implementation of this grant, as well</p>	<p>Education: M.Ed. Educational Leadership, Miami University</p>	8	

contractual obligations. CCEC will work closely with the Project Implementation Director (PID), Advisory Council, and Project Evaluator. CCEC will maintain all in-process and summative performance data. Performance data will be provided to the evaluator. The PID will meet on a regular basis with the Project Evaluator and Advisory Council to evaluate goals attained and to identify possible course corrections for project improvement. Main responsibilities for this grant will include: ?Oversee functions of the VIC project to provide leadership in design, delivery, coordination, and communication structure necessary for implementation ?Negotiate contracts with all partners and oversee fidelity to service and vendor contracts ?Serve as the primary point of contact for ACCESS consortium members and district partners ?In conjunction with district partners, hire and evaluate vendors and their services ?Work closely with Treasurer to ensure compliance with grant guidelines, manage fiscal responsibilities, compliance oversight, and reporting requirements ? Communicate and coordinate plan with Implementation Manager ? Oversee implementation plan for the project ?Oversee documentation and communication for replication of project ? Communicate regularly to ensure project operations are aligned with grant requirements

that occur and to make substantive contributions to the formative process involved. CCEC has established strong relationships with all participating parties in this grant and will harness the power of those relationships to drive quality work and derive quality results reflected in delivery of research-based, high yield instructional strategies and enhanced student knowledge and understanding of academic content.

as participation in many state and national committees and advisory teams and building level leadership experience. These skills and experiences have earned CCEC a high reputation with the districts it serves and throughout Ohio, and allowed it to attain its goal of supporting, designing, and delivering services to districts through quality programs, dedicated leadership, and respectful, responsive partnerships.