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Adjusted Allocation 0.00

Remaining -499,060.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Deeper Learning for Teachers, Leaders & Children (Deeper Learning TLC)

2. Project Summary: Please limit your responses to no more than three sentences.
   Using a blended model, Kenton will personalize professional learning for adults to create deeper learning experiences for all KCS children.
   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.

<table>
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<tr>
<th></th>
<th>Pre-K Special Education</th>
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</table>
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.

By nature of the work, all children in KCS will be served each year. KCS offers pre-school services to 24 special ed children and 24 regular ed children every year. The pre-school teachers served through the project will be directly impacting both the special needs children included in direct student count above as well as the regular ed children in their classroom who are not included in the direct student count. KCS also provides the education for 9 special needs children from other Hardin County districts. Those children are not included in the count above but their teachers participate in KCS professional development so these children will be impacted also. On average, 1948 children will be served each year through this project. Auglaize ESC is interested in sharing this work across their member districts, impacting an additional 8500 students.

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

First and last name of contact for lead applicant
Jennifer Penczarski

Organizational name of lead applicant
Kenton City School District

Address of lead applicant
222 W Carrol St, Kenton, OH 43326

Phone Number of lead applicant
(419) 673-0775

Email Address of lead applicant
penczarskij@kentoncityschools.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

Kenton City Schools (KCS) is a high poverty urban/rural district in NW Central Ohio. KCS serves 1930 students and has been consistently focused on continuous improvement, innovative instructional practices and deep work to address the significant non-academic barriers facing so many KCS children. In just the last three years, KCS Board of Education committed $12,254,484 in local funds for technology (1:1 devices grades 3-12, significant tech PK-2), infrastructure and facility investments to address the digital divide impacting their high poverty learners. Yet, KCS still struggles to make significant gains on Ohio Report Card. KCS 2013-14 ratings were B: K-3 literacy, Performance Index, Graduation Rate. C: Indicators met, Progress for lowest achieving 20%, Students with Disabilities. D: Closing the gap, Overall Value-added Progress, Gifted. While KCS is struggling to show academic gains associated with their ongoing efforts, American education is being redefined with higher expectations for students to achieve deeper learning through active inquiry, critical thinking, collaborative problem solving and content mastery. Achieving these new expectations requires significant systemic shifts to embed personalized, competency-based, and technology-rich learning. In order for KCS children to compete in this new educational system, the district must invest heavily in...
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.

  **Outcome 1:** By June 30, 2022, Kenton City Schools will make disruptive-systemic shifts to embed personalized, competency-based, and technology-rich learning for all teachers, leaders and children exponentially increasing student achievement for underperforming subgroups as measured by Ohio Report Card indicators: achievement gaps; economically disadvantaged (ED) achievement gaps: students with disabilities (SWD) increase achievement for gifted students **Outcome 2:** By June 30, 2022, KCS will have built capacity to sustain Deeper Learning (TLC) locally without additional income, as measured by combination of cost savings within project and reallocation cost savings as described on FIT. Baseline is October 2015 as per grant requirements.

- **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.

  **Assumption 1:** Teacher quality is most important factor in improving student achievement. Research: single most important factor changing (positive/negative) student achievement is having a ‘caring, competent and qualified teacher’. In "There is only one way to increase student achievement" Harry Wong (2014) cited reviews of over "40 years of educational innovations did not find a single innovation that increased student achievement. The only factor that increased student achievement was significance of a teacher". **Assumption 2:** Teachers need more access to high quality professional development (PD) to effectively implement blended learning. Research: "State of Opportunity" Status and Direction of Blended Learning in OH (2015). OH schools implementing blended learning reported: PD is crucial for helping teachers to successfully implement new blending learning programs; especially true since few teachers were exposed to it in teacher prep programs; 25% respondents said they needed more high-quality PD; 36% said finding high-quality PD was a challenge. **Assumption 3:** By making disruptive-systemic shifts to embed personalized, competency-based, and technology-rich learning KCS can exponentially increasing student achievement. National education think tank, Getting Smart's 2014 white paper "Preparing Teachers for Deeper Learning: Competency-Based Teacher Preparation and Development" identified importance of designing new system for teacher training preparing educators to thrive in environments supportive of Deeper Learning. They encourage organizations to implement 4 design principles for ongoing professional learning 1. some element of teacher control over time, place, path and/or pace; 2. balance between teacher-defined goals, goals as defined by administration through teacher evaluation efforts, and school-district educational goals; 3. job-embedded & meaningful integration into classroom practice; 4. competency-based progression.

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

According to Dr. Susan Tave Zelman in her 2005 introduction message within the Ohio Standards for Education document "Excellence can
be achieved when we have high expectations for ourselves and our students. ... The research is clear: what matters most is the quality of the teacher we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. ". All PDPlus content (current and future) is designed using Ohio Standards for Educators. PDPlus core skills/badges are based upon Ohio Standards for the Teaching Profession and Ohio Standards for Professional Development. Each PDPlus core skill/badge uses these these standards (broad categories of knowledge, skills or performance), elements (what educators should know, think and do to be effective) and indicators (rubrics that provide observable and measurable ways a third party make assessment that the educators have demonstrated competency of the standard/element). Kenton will be the first district to pilot, implement and scale PDPlus across PK-12 curriculum so data is not currently available regarding early efforts to test assumptions. However, PDPlus was created by licensed/practicing educators and administrators who are masters of their craft and highly respected among their peers. These educators and administrators are working closely with EnvisionEdPlus to design and test core curricula. Kenton is contracting with PAST Foundation, a non-profit leader in transforming education across the country to provide project evaluation ensuring systems are in place to truly test assumptions and monitor program outcomes throughout project planning, implementation and sustainability. Kenton has been working closely with EnvisionEdPlus for nearly two years and district staff repeatedly refer to the team as the best professional developers they have had in their careers. Initially, EnvisionEdPlus worked only with a small group of staff to expand district capacity to address non-academic barriers to learning. However, staff buy in has been so significant, the district has begun to partner with EnvisionEdPlus as its primary PD provider. EnvisionEdPlus has been highly successful in supporting innovation in other Ohio districts including Canal Winchester Local Schools' Innovative Learning Zone project (Straight A Round 2) that began shifting teacher practices and district wide systems K-5 and is now replicating the work K-12 without additional funds. KCS values Auglaize Co ESC & Schlechty Center as strong partners. Auglaize Leaders in Mastery (ALM) will be designed to meet KCS needs, but will be easily replicable across ESC districts. KCS, & other Hardin Co districts, worked with Schlechty Center to re-define organizational leadership sparking many innovative practices. Schlechty Center's Principal Leadership Academy supports new principals in building essential skills to quickly/effectively shift practices within their schools. KCS has many new leaders who will benefit from this mentoring to grow their school initiatives in-house. Recently, KCS plans have been discovered by The Learning Accelerator (TLA). TLA is a national catalyst working to transform American K-12 education by promoting learning leadership; assisting KCS in expanding leadership team to shift cost, TLA will provide unlimited time to mentor and other recommendations to overcome the barriers inherent in shifting to systems that embed personalized, competency-based, and technology-rich learning. KCS has full permission to use TLA resources and research to guide the district through designing and sustaining new systems. As a networking partner, TLA will also connect KCS with new resources/partners that can provide high quality services/products at low or no cost, deepening long term sustainability.

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).

Kenton City Schools will make disruptive-systemic shifts to embed personalized, competency -based, and technology-rich learning for all teachers, leaders and children to exponentially increase student achievement. Formative Indicators to measure progress Annual staff PD surveys complete new schedule/calendar's implemented and reviewed OTES evaluations are more consistent after ALM completion. improved OTES evaluations admin report increased confidence in assessing teacher mastery increased teacher/staff commitment (CAYCI survey - teacher/staff commitment component) increased student motivation/connectedness (CAYCI surveys academic motivation and school connectedness components) reduced discipline referrals Summative Indicators to measure progress 100% KCS teachers complete at least 1 PDPlus core skill annually PD Plus new core skills created : 10 by 8/2016, 20 by 6/2018, 50 by 6/2022 ALM completion: 7 KCS admin/leaders complete by 6/2018), 85% complete by 6/2022 report of system redesign efforts and impact on sustainability achievement gaps: economically disadvantaged (ED) achievement gaps: students with disabilities (SWD) increase achievement for gifted students combination of cost savings within project and re-allocation cost savings as described on FIT Budget reasonable based on the student impact, outcomes and lasting value and any cost saving is credible. KCS requests $499,060 for project implementation and will have $74,500 in sustainable costs per year of the grant. KCS will have actual cost savings of $25,799 per year and at least another $322,693 per year of re-allocation costs in order to negate any sustainable costs from the program. As a result, the project is not only sustainable without additional income, but also demonstrates savings.

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

Kenton City Schools will make disruptive-systemic shifts to embed personalized, competency -based, and technology-rich learning for all teachers, leaders and children to exponentially increase student achievement. Outcome 1: By June 30, 2022, Kenton City Schools will make disruptive-systemic shifts to embed personalized, competency -based, and technology-rich learning for all teachers, leaders and children exponentially increasing student achievement for underperforming subgroups as measured by Ohio Report Card indicators. Data Points: increased student motivation/connectedness (CAYCI survey) reduced discipline referrals improved report card ratings (Progress and Achievement ratings) staff PD surveys new schedule/calendar's copies OTES evaluations Pilot program completion (blended, digital, face to face) # served, evaluations admin surveys - increased confidence staff CAYCI survey results - commitment PDPlus - # core skills created, # core skills completed, user feedback system redesign reports achievement gap data gifted LRC data Outcome 2: By June 30, 2022, KCS will have built capacity to sustain Deeper Learning TLC locally without additional income, as measured by combination of cost savings within project and re-allocation cost savings as described on FIT Budget. Baseline is October 2015 as per grant requirements. Data points: cost savings from project and reallocation cost savings data.

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

Describe plan to alter course if assumptions prove false or outcome are not realized. KCS is partnering with Past Foundation for external evaluation. PAST will use a mixed methods research that uses real-time data collection in an iterative approach to gain systematic data aligned to program activities. Application of real-time evaluation data informs a responsive process based on emerging issues that are addressed as implementation proceeds. This strategy provides the Project Team the opportunity to review progress using qualitative and quantitative data to identify real-time course correction essential to success in program goals. KCS Project Team will meet at least monthly during implementation year and quarterly thereafter to continue to review data to make adjustments and course corrections. budget is aligned with/ reasonable based on student impact, outcomes, lasting value. Kenton City Schools is contracting with a PAST Foundation as an external evaluator at $54,460 which is 11% of project budget. This amount is in line with industry standards which will allow the vast majority of project funds to be spent directly on work with educators. At the same time, it will provide an in-depth formative and summative evaluation. This evaluation will ensure Kenton meets project outcomes, has strong impact on student achievement, and is fiscally
### 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.*

**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.*
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.

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.

499,060.00 12. What is the amount of this grant request?

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

Salary: $52,500 Project Director/district coordinator for professional development. Project Director will be .75 FTE during project year and responsible for managing all project activities, budget, scheduling & partner coordination (one time grant cost - sustainable cost after 6/2017). Benefits: $22,000 Project Director retirement, medicare, insurances (one time grant cost - sustainable cost after 6/2017). Purchase Services: $424,560 is total to be defined as follows: $26,400 Auglaize ESC to create/ facilitate Auglaize Leaders in Mastery program for administrators (multi-year contract (thru 6/2018) allowable per guidance) for new cohorts that begin in 2016, 2017 & create train/trainer); $30,000 Ashland University, 200 graduate credits at reduced rate ($150/hr v. $175/hr) for staff completing pilot programs (multi-year contract (thru 6/2022) allowable per guidance- only fund grad credits for completion of pilot programs - not sustainable PD); $140,000 PDPlus, PDPlus: create new PDPlus core skills, create content & facilitate Master Teacher Microcredential, purchase 2250 PDPlus core skills; review/expand content models based on evaluation (multi-year contract (thru 6/2022) allowable per guidance - 100% PDPlus courses for new skill development during implementation - not sustainable PD); $142,500 Envision EdPlus, EnvisionEdPlus: design & facilitate Deeper Learning - blended pilot coaching model, facilitate district system redesign on site implementation; train the trainer model development & initial facilitation (multi-year contract (thru 6/2018) allowable per guidance document - only work with new cohorts and create train/trainer - no sustainable PD); $15,000 Schlechty Center (costs associated with Principal Academy participation, summer 2016) $16,200 OSU Engagement Survey - annual survey for evaluation (staff, community, students) (multi-year contract (thru 6/2022) allowable per guidance - evaluation is implementation cost); $54,460 Past Foundation, external program evaluation/reporting (multi-year contract (thru 6/2022) allowable per guidance - evaluation is implementation cost).

Briefly describe Alignment of Reasonable Budget with student impact, outcomes and lasting value. KCS is requesting $499,060 in Straight A Funds and will invest an additional $372,500 through sustainable costs allowing KCS to stop tinkering on the 'edge of innovation' and instead
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.

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<td>Year 4</td>
<td>74,500.00</td>
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<tr>
<td>Year 5</td>
<td>74,500.00</td>
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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. The project does not have sustainability costs, applicants should explain why.

The district will hire a .75 FTE Project Director/PD Coordinator for the program during the implementation year. That person will be retained for the remaining years of the grant and be responsible for managing district professional development and other grant initiatives. The district expects that the amount of salary will be $52,500 each year and $22,000 for benefits that will include retirement, medicare and employee insurances. The district also expects that there will be a retirement of one of the current administrators during the sustaining years and will not replace the administrator and will use that retirement for reallocation of funds to pay for this employee. KCS has not included stipends as sustainable cost for the 3 pilots because staff will either participate in pilot as part of their work day during the embedded PD/collaboration time to be create and/or will be eligible for Ashland graduate credits paid for through the grant.

5.88 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 explained in FIT, Deeper Learning TLC will allow the district to reduce substitute costs for their staff from the amount of time that the teachers were required to to attend professional development opportunities and were not in the classroom. The district has an average of 460 days of substitutes annually for professional development days! By re-designing systems to embed PD/deblaboration within contracted day - and expanding access to digital/blended PD, the Deeper Learning TLC project will reduce those costs by 50% for an average of 230 days. While it is possible that savings from PD costs will be greater, there are many state and federally mandated PD experiences which can never be cut from the budget. Therefore, KCS has taken a conservative approach. This savings will be $20,700 in salaries and $3,198 for retirement and medicare benefits. The total savings will be a total of $119,490 for the five sustaining years of the grant. The district also expects to decrease the amount of meeting expenses and travel costs associated with those meetings by $1,901 per year. This savings will be a total of $9,505 for the five sustaining years of the grant.

94.12 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.

Reallocated 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.

The district has over 13 employees that have 29 or more years of service at the end of the current school year and these employees will be eligible to retire during the life of this grant. With the history of the district retirements there is belief that there will be one retirement per year within the teaching staff. All of the teachers that are eligible to retire have either a Master or Master Plus degree and are on the highest step of the salary schedule. The difference between the retirement salary and replacement salary is $19,656 which is being reallocated to this grant for sustainability each year. Along with the salary there will be the retirement and medicare decrease for that one employee of $3,037 per year for re-allocation purposes. By the end of the grant period there will be a total of 5 teacher salary savings of $113,464.25 to be used for the reallocation of funds. The district will also have a retirement of a current administrators in FY20. The district will not be replacing this administrator. The district plans to use part of the administrator’s salary for sustainability of the grant of $52,500 and benefits of $22,000. This reallocation will be used for the final three years of the grant for a total of $223,500. The district, in the past, has purchased a considerable
amount of equipment for the district. They are no longer going to need to purchase each year the same amount as they expected in FY16 so there is $300,000 for reallocation for the sustainability of this program each year. The total amount of funds for this reallocation over the life of the grant is $1,500,000.

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 Range3/1/2016 End Date 8/31/2016

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

Upon award: media notification; board approvals/contracts signed; planning team designated; Recruit teacher leaders for system re-design planning; finalize professional learning surveys and evaluation plan; Project Leadership Team meetings during planning period to ensure all processes are in place for implementation; By 6/1: System Redesign planning/facilitation complete; master schedules and/or calendar adjustments made; professional learning surveys complete; PDPlus content design begins and continues thru project; inform community of calendar/schedule changes; inform staff of system changes and new PD format/expectations and opportunities; ESC conducts 1st classroom walkthroughs; submit final evaluation plan to ODE; Quarterly project evaluation. By 8/31: recruitment for pilots; Coaching design models finalized Benchmarks to demonstrate success (LINK to Question 9 'data points) annual staff PD survey complete for baseline annual CAYCI survey (students, staff, families) complete for baseline PD Plus has 10 new core skills completed pilot curriculum design plans complete new schedule/calendars publicly available communication/key stakeholder engagement/consent from all required officers, governing bodies district holds celebrations, board/staff meetings to announce project; quarterly board/community updates; Board/Union rep on District Leadership Team. ; Project Manager ensure consistent communication across district/partners ensure strong communication and capacity to manage scope of work. Project Director/Supt weekly meetings & Project Leadership Team bi-weekly meetings during planning to scale up & prepare for project implementation.

22. Implementation(grant funded start-up activities)

a. Date Range6/1/2016 End Date 6/30/2022

b. Scope of activities - include all specific completion benchmarks

Completeness of timeline, including clear benchmarks for planning. Scope of Activities within timeline Sp/Su 2016:Schlechty Academy Fa 16 - Su 17 (quarterly): Implement new systems/schedules; PDPlus & Pilot Programs; PDPlus core skill development; Project Leadership Team; Grad credits recognition Fa 16 - Su 22(annually): staff PD survey; Recruit/begin next cohort for pilot programs Fa 16 - Su 22 (quarterly): Project Leadership Team meetings, evaluation, recognition By 6/30/2018: Train/Trainer for ALM & Deeper Learning Blended Model Benchmarks to demonstrate success Annual staff PD surveys complete PD Plus new core skills created pilot curriculum design plans complete new schedule/calendars publicly available communication/key stakeholder engagement/consent from all required officers, governing bodies district holds celebrations, board/staff meetings to announce project; quarterly board/community updates; Board/Union rep on District Leadership Team. ; Project Manager ensure consistent communication across district/partners ensure strong communication and capacity to manage scope of work. Project Director/Supt weekly meetings & Project Leadership Team bi-weekly meetings during planning to scale up & prepare for project implementation.

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

a. Date RangeStart 3/1/2016 End 6/30/2022

b. Scope of activities - include all specific completion benchmarks

By 9/1/2016 and annually through project Evaluation Plan approved by ODE System re-design planning and schedule/calendar changes
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:

Instructional changes: Through Deeper Learning - TLC. Kenton City Schools will make disruptive-systemic shifts to embed personalized, competency-based, and technology-rich learning for all teachers, leaders and children to exponentially increase student achievement. First, as teachers and administrators participate in personalized, competency-based PD they will master skills that allow them to analyze individual/group student development so they can connect their instruction to student needs, interests and prior knowledge. As they practice such skills KCS schools will further create instructional environments that engage learners in inquiry, promote deeper thinking for all students within safe, civil and collaborative classroom/school communities. Classroom teachers will develop deep and reflective understanding of the academic content they teach. Teachers will be more effectively design/access a variety of assessment tools to evaluate student learning and inform instruction - eliminating the ‘one size fits all education model. KCS staff will build capacity to better monitor student progress toward learning outcomes and make decisions to promote high levels of learning for all students. Organizational Changes: Organizationally, KCS will focus on building a culture of focused collaboration and continued professional growth as they develop Consistent Leadership (faculty and administration). A key shift is embedded and focused collaboration among educators, with students, families and the community. As Deeper Learning TLC expands, teachers and administrators will be empowered to identify instructional and system problems and take ownership to initiate innovations in their classroom, building, district and community to address those needs. Administration will work collaboratively to better understand ‘what mastery looks like’ in practice so they have a consistent approach to teacher evaluation that values risk taking and innovation for the purpose of improving student learning. Operationally, KCS will redesign systems to enhance and expand professional learning and collaboration so teachers can improve instructional practices. Partnerships change behaviors / develop independent system of change. This emphasis on continual professional growth will engage staff to have at least some control of time (during and beyond work day), place (at school, online, blended), path (core skill mastery according to identified needs) and pace (choose number of core skills per year) of their learning. Each PDPlus core skill requires teacher to practice their new knowledge within their own workplace (classroom, office, tutoring etc). EnvisionEdPlus will provide non-evaluative coaching and support so teachers build confidence in their new experiences and continue their willingness to expand their skills. Deeper Learning Pilots (blended & digital) empower teachers to lead themselves and their colleagues through challenging professional experiences. Auglaize Leaders in Mastery prepares administrators to clearly understand and be able to evaluate teacher effectiveness in the new system.

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:

MONICA S. HUNTER, PHD. Director of Research, PAST Foundation 1003 Kinnear Road Columbus, Ohio 43212
mhunter@pastfoundation.org 805.704.1355

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.

[Overall plan for evaluation including data collection] The overall evaluation plan will occur in two phases. Phase 1 (formative evaluation) focuses on the planning process (Spring-Summer 2016) and first year implementation activities (2016-17) involving Project Leadership Team members, administrators, district specialists, teachers, and learning community stakeholders. Qualitative methodology involves four types of data collection: onsite observation, key informant interviews, focus groups, and online surveys. Phase 1 utilizes qualitative data analysis to create a quantitative pre/post-survey design for Phase 2. Quantitative programmatic data sets include FIT data, completion...
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.

Describe likelihood for scale up, expansion or replication KC5 innovations are designed specifically to scale, expand and replicate across Ohio and beyond. By June 2017, any teacher in Ohio will be able to register for PDPlus and also the Master Teacher Microcredential (MTM), as part of a school/district initiative or just on their own. While costs will apply for districts beyond KCS, both programs were created to be cost effective ways for teachers to independently continue professional development. Educators can use PDPlus/MTM for licensure renewal as CEUs or for graduate credit through Ashland University (3 core skills = 1 semester hour). In a comparable size school district, full replication of these innovations could take place over 2-3 years. District and building leaders must fully commit to re-thinking all systems - instructional, support, human resource, facility and financial. Less than full commitment will result in less than satisfying results. EnvisionEdPlus, PDPlus and Auglaize Co ESC are prepared to work with schools, districts, ESC or other educational consortia to replicate pilot programs, provide personalized digital PD and the system redesign work essential for those programs to be successful. Individual schools may adopt one or two of the innovative practices and scale them over time. While the time commitment is less - 1-2 years, the results will be small scale also. PAST Innovation Lab’s Knowledge Capture evaluation process will provide critical information to both organizations regarding process and implementation strengths/challenges so the work can be refined and scaled quickly. Educational entities must be willing to commit to changes operational systems such as master schedules and building or district calendars to increase job embedded professional learning and collaboration time. Without those changes, these innovations will only be minimally successful. Potential replications During PDPlus development, the tool was described to teachers and administrators in over 10 ESCs, districts and community schools that offered to be initial pilot or implementation sites. Kenton was chosen because it demonstrated the greatest readiness to implement essential system change. Kenton has strong partnerships with the other Hardin Co schools and districts that are members of Auglaize Co ESC. Given the great relationships and proximity, those organizations are the most natural next level for replication. Geauga Co ESC and Lake Erie College have also expressed great interest in these innovations. Other districts can model this program by having a strong focus on high quality competency based professional development aimed at disrupting the way teachers approach instructional practices. Once teachers are comfortable with the changed pedagogy, they will be able to embed those strategies in a blended learning approach and follow a train-the-trainer model. KCS is particularly excited about the opportunity to partner with The Learning Accelerator (TLA). TLA is a national catalyst working to transform American K-12 education through blended learning. At no cost, TLA will be a networking partner, assisting KCS to cultivate solutions to overcome the barriers to implementing blended learning in schools. This research, access to resources and new partnership will allow KCS to develop implementation strategies that can be scaled and shared with school districts nationwide. Possibility of publications AND Plans to share lessons learned PAST Innovation Lab, PDPlus and EnvisionEdPlus have current plans to co-publish evaluation results and lessons learned. EnvisionEdPlus anticipates release of a White Paper on the project in Spring 2016. Kenton, Auglaize Co ESC, EnvisionEdPlus and PDPlus plan to submit proposals for statewide conference presentations such as Ohio Innovative Learning Environments, Ohio Capital Conference and OTECH.

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).

Jennifer Penczarski Superintendent Kenton City Schools 11/24/2015
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<td>Project</td>
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aspects of this project in concert with the Project Leadership Team. This includes, system redesign management, conduct needs assessments, and all professional development activities. Project Director will conduct regular meetings with the Project Leadership Team and work in tandem with the Superintendent to ensure the grant timeline is adhered to. Project Director will be liaison with evaluator to supervise evaluation activities and coordinate district staff to complete required evaluation activities.

<p>| Michele Timmons, President EnvisionEdPlus | Facilitate system redesign process with district, provide embedded professional development - in person and virtual to support project goals | 25 years as educational professional and consultant; experienced school leader and highly recognized educational innovator; | Supported Canal Winchester in successful Straight A R2 Innovative Learning Zones project to redesign systems and implement K-5 innovative practices. Lead ongoing PD in Kenton and other districts in Ohio. Provide training and support to Hardin Co Chamber Business Alliance on their Community Connector grant. 2 years as Coach/Business Development Manager for KnowledgeWorks Foundation, EDWorks division. | MA-Ed Policy/Leadership and BS-Education The Ohio State University | 6 |</p>
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<tr>
<th>Name</th>
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<tr>
<td>Craig Lautenschleger</td>
<td>Instructional Designer/Principal Investigator-PDPlus</td>
<td>Coordinate digital content development and distribution for PDPlus, Deeper Learning - digital pilot and Master Teacher Microcredential programs, 17 years as an educational professional and consultant; strong curriculum/instruction background; innovative school leader; curriculum designer</td>
<td>Professional Development professional working in Canal Winchester, Kenton City Schools, Par Excellence Academy; curriculum design as teacher, leader and consultant</td>
<td>M.Ed in Elementary Education and BA in Communication - The Ohio State University</td>
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<tr>
<td>Mary Riepenhoff</td>
<td>Auglaize Co ESC Curriculum Director</td>
<td>Conduct walkthroughs using OTES and Master teacher rubrics; facilitate training to assess and evaluate teacher mastery (district admins and master teachers); create train the trainer for the program to sustain internally</td>
<td>Adult Education Program, Instructor and Curriculum Development Keystone Science School, Keystone, CO 1997 - Present (18 years) Education Consultant Race to the Top and Auglaize ESC September 2011 - June 2015 (3 years 10 months) Superintendent St. Marys City Schools 2008 - 2011 (3 years) Principal Van Wert Middle School 2000 - 2008 (8 years) 8th Grade Teacher Elida Local Schools 1988 - 2000 (12 years) 4th Grade Teacher St. Charles Elementary School 1982 - 1988 (6 years) Lima, Ohio</td>
<td>The University of Findlay Doctor of Education (Ed.D.), Education Leadership Expected grad 5/2016, The Ohio State University BS, MA, Ed</td>
</tr>
<tr>
<td>Monica Hunter, PhD</td>
<td>External Evaluation</td>
<td>Manage all evaluation activities, participate on Project Leadership Team as outside evaluator</td>
<td>Social science researcher who works with community planning and program implementation processes from small to large scale projects, Study cultural aspects of learning communities in STEM schools, spearheading groundbreaking, interdisciplinary, anthropology and policy research</td>
<td>PhD (2003) University of California, Los Angeles; BA (1991) California State University, Long Beach</td>
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