

Budget

ESC of Central Ohio (046938) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (107)

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	68,000.00	17,000.00	0.00	0.00	85,000.00
Support Services		0.00	0.00	170,000.00	0.00	0.00	0.00	170,000.00
Governance/Admin		0.00	0.00	58,731.00	0.00	0.00	0.00	58,731.00
Prof Development		0.00	0.00	685,100.00	0.00	0.00	0.00	685,100.00
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
<b>Total</b>		0.00	0.00	981,831.00	17,000.00	0.00	0.00	998,831.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-998,831.00

Application

ESC of Central Ohio (046938) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (107)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
SOSPro: Supporting On-Site Collaborative Classrooms with ParaProfessionals

2. Project Tweet: Please limit your responses to 140 characters.  
SOSPro supports teachers and enhances student learning through collaborative classrooms by leveraging talents of paraprofessionals #impact  
*This is an ultra-concise introduction to the project.*

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				
340 Pre-K Special Education	170 K	170 1	170 2	170 3
85 4	85 5	85 6	85 7	85 8
21 9	21 10	10 11	10 12	

Year 1				
510 Pre-K Special Education	255 K	255 1	255 2	255 3
125 4	125 5	125 6	125 7	125 8
30 9	30 10	15 11	15 12	

Year 2				
680 Pre-K Special Education	340 K	340 1	340 2	340 3
170 4	170 5	170 6	170 7	170 8
42 9	42 10	20 11	20 12	

Year 3				
700 Pre-K Special Education	350 K	350 1	350 2	350 3
175 4	175 5	175 6	175 7	175 8
45 9	45 10	25 11	25 12	

Year 4				
725 Pre-K Special Education	360 K	360 1	360 2	360 3
180 4	180 5	180 6	180 7	180 8
45 9	45 10	25 11	25 12	

Year 5				
725 Pre-K Special Education	360 K	360 1	360 2	360 3
180 4	180 5	180 6	180 7	180 8

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

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

By Year 5 of the project, 91% of schools will have trained paraprofessionals and teacher leaders. While paraprofessionals only work with and therefore directly impact a small percentage of the general student population, teachers work with the entire student population. As a result, enhanced teacher leader skills in collaboration, planning, and monitoring should have a positive effect on the entire learning culture of their schools.

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

First and last name of contact for lead applicant  
Thomas Reed

Organizational name of lead applicant  
ESC of Central Ohio

Address of lead applicant  
2080 Citygate Drive

Phone Number of lead applicant  
614.542.4120

Email Address of lead applicant  
tom.reed@escoco.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 17 lowest performing CCS schools have 95% poverty, 20% bilingual, 24% special needs, 53% kindergarten-ready and 45% reading proficiency. Shifting demographics with fewer students grade-level ready is an ever-increasing challenge. These diverse students require greater differentiation and personalization than teachers can manage without skilled and specialized support in the classroom. Mismatch in diversity of educators and students is challenging in CCS with 23% teachers; 65% paraprofessionals representing minorities. The National Committee on Teaching estimates 33% of teachers exit in 3yrs; 46% in 5yrs costing over \$7B/yr. NEA says 56% leave due to job dissatisfaction citing too little support. Student achievement in high-poverty urban areas is declining with fewer educators to address needs of students: early literacy for kinder-readiness, 3rd grade reading, ELL and special ed. SOSPro is an innovative solution to address these problems using skilled paraprofessionals

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

Sometimes innovation is a brand new idea to solve a problem. More often, it is applying new thinking to old ideas in new ways to overcome unmet needs. SOSPro is the latter and is in response to these familiar calls for help: 1) We need paraprofessional standards with micro-credentials to help close work-skill gaps 2) We need skilled paraprofessional team-members to support teachers in the classroom 3) We need to build capacity of

paraprofessionals to address diverse student needs 4) We need a "grow-your-own" strategy to address diverse talent acquisition and retention of paraprofessionals. At present the role of paraprofessionals is loosely defined. There are no clear standards for a collaborative-classroom resulting in a work-skills gap from paraprofessional to paraprofessional and between paraprofessional and teacher. Teachers and paraprofessionals are left to "work it out" and often have similar but not perfectly aligned objectives. Although the U.S. spent more than a billion dollars on teacher and principal standards in RTTT, little was spent on classroom supports. SOS will build capacity of paraprofessionals within CCS's 17 Priority schools by clearly defining what they are expected to know and be able to do, thereby decreasing the time to productivity when teachers or paraprofessionals change assignments, classrooms, or students requiring new/specialized needs. SOS will do this by building knowledge and deep understanding in the following evidence-based methods: 1) understanding clear learning targets (foundation for lessons, primary instruction and intervention support) 2) collecting and documenting evidence of student learning (giving teacher information to move forward, design interventions or enrichments) 3) providing effective feedback (moving learning forward & fostering student agency/independent thinking) 4) applying effective classroom management and behavioral intervention techniques Traditional professional development is marginally effective (New Teacher Project 2015). SOS has designed an innovative learning progression from novice (just learned) to practitioner (doing it) to expert (mastered it): 1) CONFIRM YOUR LEARNING w/ blended online, face-to-face and activity-based learning 2) CONFIRM YOUR PRACTICE w/mid-year self-assessments, peer reviews, feedback, check-ins 3) CONFIRM YOUR COMMITMENT w/ending final reflection, improvement plans, and demonstration portfolios with student artifacts. New roles of paraprofessionals will place demands on teachers as leader in the classroom. To accomplish this, SOS will engage Ohio Dominican University's teacher leader program providing teachers graduate credit and redefining team to not only their peer teachers, but also paraprofessionals. SOS will augment this training with practical lessons in delegation and role clarity that provisions responsibility, accountability, consultations and feedback producing outcomes of increased job satisfaction for teachers and paraprofessionals, thereby yielding higher retention rates. Targeting needs of students in the 17 Priority schools, SOS will build upon foundational learning of core instruction with sub-specialties aligned with district and student priority areas. Paraprofessionals will earn micro-credentials in Early Childhood, K-3 Literacy, Special Education, English Language Learners. These micro-credentials can be extended to other schools in the district with no future content development or material licensing fees. The NEA cites a lack of a clear career path among the top reasons for early educator exits from the profession. With foundation skills in support of learning and specialized skills for diverse student needs in priority areas, SOS paraprofessionals will produce a pipeline for skilled, minority educators to pursue a teaching certificate. Long Beach, a sustained high-performing California district credits grow your own as a critical contributor to its success with teacher retention and student success. This program sets a pathway of opportunity for paraprofessionals to

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 process. - (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.*

1) Improved K-3 Literacy indicators: a. Decrease the number of Kindergarten students Not-on-track b. Decrease the number of first grade students Not-on-track c. Decrease the number of second students Not-on-track d. Decrease the number of third students Not-on-track 2) Increase the number of third graders meeting the Third Grade Reading Guarantee requirements for promotion to 4th grade 3) Increase the number of third through eighth graders scoring proficient or higher on the state Reading test

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.*

A1: In order to improve K-3 Literacy indicators and ensure students are On track, early diagnosis and intervention are needed to support all children learning to read on grade level by third grade. A2: In order to increase the number of third graders meeting the Third Grade Reading Guarantee requirements, classroom supports from paraprofessionals must be more intentional and align to formative instructional strategies. A3: In order to improve student performance on state reading assessments, students must be actively engaged in their learning by their teacher and paraprofessional.

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

A KIDS COUNT special report from the Annie E. Casey Foundation, "Why Reading by the End of Third Grade Matters" (2010) points out that low income fourth graders who fail to meet the National Assessment of Educational Progress (NAEP) reading proficiency indicator are more likely to become the least skilled, least productive, lowest wage earning, and most costly citizens of the future. Among other critical factors, children at risk need access to high quality resources, networks, services, and supports to help children develop on track between birth and third grade. "Best Practices for Tutoring Programs" published by the Saint Paul Public Schools Foundation (2011) recommends that tutoring initiatives align with district curriculum. Paraprofessionals supporting classroom teachers must communicate with teachers regularly, collaborate with teachers to inform paraprofessional training, and use district pacing guides to plan interventions. This report found that the most effective tutoring programs are those that provide paraprofessionals with tools to engage students in learning such as using the Socratic Method and guiding questions, scaffolding, differentiation, and checking for understanding. Student engagement matters. According to John Hattie's (2009) meta-analysis of student engagement in learning, "Instructional Quality" has the strongest effect size. Instructional quality refers to the instructor's ability to identify essential representations of the subject, guide learning through classroom interactions, monitor learning and provide feedback, attend to affective attributes, and influence student outcomes. This instructional quality can be achieved by the classroom teacher or support staff such as paraprofessionals. However, in his article for Educational Leadership entitled, "Working with Paraprofessionals" (2003) Michael F. Giangreco points to a collection of research that suggests that despite the best of intentions, little evidence suggests that students do as well or better in school, academically or socially, when they are taught by paraprofessionals. This study proposes that teachers with paraprofessionals in their classroom often disengage from students who receive paraprofessional support and instead depend on paraprofessionals, who generally lack specific knowledge and skills to support core instruction, to engage students in learning activities. What is required instead is for teachers to maintain engagement by collaborating and participating in instructional decision-making with paraprofessionals, direct paraprofessional work in their classroom, maintain an instructional dialogue with them about student progress.

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).*

Indicator #1: Classroom observations of paraprofessionals will indicate increased use of highly effective instructional strategies aligned to teacher strategies. Indicator #2: Classroom observations of paraprofessionals will indicate increased coordination between the paraprofessional and the classroom teacher regarding specific interventions for students. Indicator #3: Student subgroups who receive paraprofessional supports including students with disabilities and English language learners will close achievement gaps in reading assessments.

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

Data Point 1) Local report card data for K-3 Literacy indicators including number of students "Not-on-track" in Kindergarten, first, second, and third grades Data Point 2) Number of third graders meeting the Third Grade Reading Guarantee requirements for promotion to 4th grade Data Point 3) Number of students scoring proficient or higher on the state Reading test in grades 3-8 Data Point 4) NWEA MAP student growth data in reading in grades K-8

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

The Columbus City Schools consistently applies an improvement structure aligned to the Ohio Improvement Process. This structure includes Building Leadership Teams (BLTs) and Teacher-Based Teams (TBTs) that meet regularly to review student data, determine appropriate interventions, and monitor teacher implementation and student progress. These teams will closely examine progress of students assigned to paraprofessionals to determine efficacy of the interventions and will be prepared to alter interventions as necessary. Overall, the district school improvement staff in collaboration with the ESC and Battelle for Kids will use the following three-tiered process to review progress of each participating school in implementing SOS Pro in ways that most effectively promote student growth. UNIVERSAL high quality technical assistance will be provided for all BLTs and TBTs around grant goals and objectives. TARGETED assistance will be directed to schools that demonstrate specific implementation challenges. INTENSIVE interventions will be directed to schools which are demonstrating minimal or no fidelity to project goals and objectives. This process will serve as a progress monitoring to assess participating school performance over time. In schools exhibiting the least fidelity to project goals, this process will guide the development of effective strategies to engage the BLT and TBTs. Increased intensity of technical assistance may be achieved by: 1) increasing the amount of time and human capital assigned to a district 2) increasing the frequency of technical assistance sessions 3) reducing the number of grant-related initiatives 4) providing technical assistance support from an external facilitator or consultant with specialized skill or area of expertise. These modified strategies will be well-defined in terms of duration, frequency, and length. When schools respond to targeted or intensive assistance they may return to universal assistance with close progress monitoring.

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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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.*

1) Improve capacity of paraprofessionals to support core instruction. 2) Enhance capacity of classroom teachers to lead, coordinate, and monitor paraprofessionals. 3) Develop and deploy high-quality training systems, protocols, and content for paraprofessionals.

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.*

A1: In order to improve capacity of paraprofessionals to support core instruction, paraprofessionals participate in the training. Therefore, there must be incentives for the paraprofessional to complete the training. A2a: In order to enhance capacity of classroom teachers to lead, coordinate, and monitor paraprofessionals, teachers must have personal and professional incentives to participate in teacher leader training. A2b: In order to enhance capacity of classroom teachers to lead, coordinate, and monitor paraprofessionals, teachers must not feel threatened that highly-trained paraprofessionals will displace teachers as a long-term cost savings strategy. A3: Developing and deploying high-quality training systems, protocols, and content, assumes there are adequate existing platforms and structures to support professional learning.

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.

Across the country, states are scrambling to adequately address teacher shortages. The most often proposed cost-effective solution? Paraprofessionals. Connecticut is considering was to use paraprofessionals to address shortage of bilingual teachers ("Paraprofessionals Could Help Solve Bilingual Teacher Shortages," 2016). California is considering proposals to place paraprofessionals in special education classrooms ("What California can do to address teacher shortages," 2016). The Clark County School District in Las Vegas, Nevada is also considering using paraprofessionals for ELL and Special Ed classrooms but also for pre-school classes, K-3 reading classes, and virtually every other classroom without a credentialed teacher (Strategic Data Project, 2016). In "Getting Educated: Paraeducators" (2015), The National Education Association (NEA) sends out a clarion call for paraprofessionals by first breaking down common myths about "paraeducators" and then by highlighting an extensive list of initiatives around the country to use paraprofessionals in more formal teaching roles. One prominent myth about paraprofessionals is that they have little or no effect student achievement. More than 75 percent of paraprofessionals live in the school districts where they work. Consequently, they tend to play critical roles in the lives of the students they not only work with, but live among. Yet, student attainment is a complex measure depending on student access to rigorous content standards, high expectations for student performance, and a knowledgeable education team. To adequately address the growing needs of students, that team must include paraprofessionals under thoughtful guidance and collaboration with the classroom teacher. According to the NEA, below are sample topics of typical paraprofessional training: 1) Understanding the rights of children and parents 2) Learning about diversity and cultural heritages 3) Learning the history of special education laws and current federal and state mandates 4) Understanding the distinction between the roles of teachers and paraeducators 5) Assisting children to cultivate self-esteem and interpersonal skills 6) Communicating effectively with team members, students and parents 7) Managing stress 8) Learning skills for time management Certainly, these discrete topics are critical for any adult working with children in schools. But noticeably absent from the list is training for paraprofessionals that is squarely focused on core instruction. Knowledge of and skills in applying foundational instructional strategies by paraprofessionals is non-negotiable if schools intend to close achievement gaps and ensure all students are prepared for success.

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

*These should be measureable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

Indicator #1: Paraprofessionals in the targeted schools will complete the training. Indicator #2: Paraprofessionals in targeted schools will demonstrate increased knowledge and skill in applying highly effective instructional strategies. Indicator #3: Classroom teachers in targeted schools will complete teacher leader training. Indicator #4: Classroom teachers in targeted schools will demonstrate increased capacity (knowledge, skill) to effectively manage, coordinate, and monitor paraprofessional activities to ensure alignment to core instruction.

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.*

Data Point 1) Pre- and Post-assessments of paraprofessional knowledge of core instructional practices. Data Point 2) Pre- and Post-assessments of teacher leader competencies Data Point 3) Pre- and Post-program paraprofessional attrition rates

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

The ESC, the Columbus City Schools, Battelle for Kids, and Ohio Dominican University will assign one representative from its respective organizations to serve on the Straight A grant steering committee. This committee will meet quarterly to review overall progress toward grant deliverables, review contracts and expenditures, and ensure adherence to grant assurances. Members of the steering committee must have decision-making authority within its organization and are likely to include: 1) ESC - Executive Director of the Center for

Achievement and Leadership 2) Columbus City Schools - Director of Innovation and Improvement 3) Battelle For Kids - Managing Director of Innovation 4) Ohio Dominican University - Associate Dean, Graduate School of Education Additionally, an implementation team of subject matter experts and project managers will work collaboratively to monitor paraprofessional training and teacher leader training outcomes and the impact of the training on the quality of instruction. The implementation team will meet monthly to review program implementation timelines and indicators of success. If through these monthly meetings the implementation team determines a change in course is required, then the team will report those findings to the steering committee for action. Should any program modifications or budget amendments be necessary, the steering committee will ensure that the Ohio Department of Education Straight A office receives timely notification and, if necessary, will work to seek approval for the changes from the Straight A Governing Board.

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.*

998,831.00 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.*

The proposed budget will support the following grant activities. 1) PARAPRO TRAINING a. BFK ParaPro Training Curriculum 5 year licensing agreement (\$200,000) b. ESC Subject matter experts for Literacy content development and Early childhood content development (\$44,000) c. Optional Stipends/College Credit Incentives for 170 Parapros (\$170,000) d. CCS Classroom supplies estimated for 17 schools (\$17,000) e. BFK subject matter experts (\$25,000) 2) TEACHER LEADER TRAINING a. ODU Teacher Leader course 3 semester hours of graduate credit for 170 teachers (\$260,100) b. Optional Stipends/Additional College Credit Incentives for 170 teachers (\$68,000) 3) PROJECT COORDINATION AND GRANT MANAGEMENT a. Project Evaluation and compliance reporting in the CCIP over the duration of the grant (\$80,000) b. Coordination of Parapro and Teacher Leader enrollment (\$64,000) c. Collection and distribution of shared knowledge through communities of practice (\$12,000) d. Grants management and fiscal oversight over the duration of the grant (\$58,731)

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.

506,286.00 a. Sustainability Year 1

506,286.00 b. Sustainability Year 2

281,270.00 c. Sustainability Year 3

168,762.00 d. Sustainability Year 4

112,508.00 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 scaling up to 36 Focus Schools in the first year of sustainability and 45 Watch schools in the second year of sustainability. Generally, focus and watch schools have staff fewer paraprofessionals than priority schools. So even though there are twice as many focus schools as priority schools and nearly three times as many watch schools, there are about the same number of paraprofessionals and teachers who work directly with them. Additionally, the sustainability plan accounts for training of paraprofessionals and teacher training resulting from attrition in sustainability years 3-5, but at much lower rate than in scale up years 1 and 2. Sustainability costs include costs associated with training additional paraprofessionals and teachers. These costs include costs for trainers, salaries and wages for paraprofessionals and teachers, training materials, and the costs of instructional coaches to support classroom implementation.

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.

In the sustainability years of the grant, the Columbus City Schools will use internal capacity from the first and second cohorts of paraprofessionals and teachers to lead training modules with support from district personnel. By leveraging knowledge gained and lessons learned from the implementation year, the district will not need to contract with external consultants or content providers for training. As a result, the district will be able to scale up training and development to 91% of the schools at about 1/5 of the cost it would be if contracted through third-party providers.

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.

Reallocations are not anticipated to support the sustainability of this project. The district has always budgeted for paraprofessional and teacher training. Those costs remain and are offset by general fund, Title I, Title II, and School Improvement Grant (SIG) funds, but the content will be more focused around SOS Pro deliverables.

## 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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 February 2016 - May 2016

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

History: Foundations for the grant and activities began in as early as July '14 with principal leadership training to engage support structures in schools for efficiency in Tulsa Public Schools (BFK in partnership with Univ. of Washington Center for Leadership). Additional work in Ohio as a partnership with ODE, ODU, and BFK created teacher leadership certification. As a large employer of paraprofessionals, the ESC also sought ways to maximize the skills and support in systematic ways throughout their tri-county service area. CCS reached out to the ESC to discuss ways to partner and find efficiency in onboarding and standardizing the role of paraprofessionals. Additionally, BFK research from 5-years of TIF implementation in Houston ISD also revealed teacher dissatisfaction due to lack of support and the beginnings of a grow-your-own initiative modeled after Long Beach (Global Education Study, BFK, '12). Feb-Mar16: After Dispatch article in teacher shortage, ESC and BFK met to discuss strategies. ESC convened conversations with ODU and CCS to discuss ideas and innovation, program structure, outcomes and logistics. CCS met with internal executive stakeholders as well as the union (OEA represents both teachers and paraprofessionals) to discuss feasibility and support. Apr16: CCS obtained support from vested parties. Partners met to create detailed concepts, review research basis, create theory of action, structured program and priority areas, identified school of highest need, and implementation path. Budgeting

and content licensing fees established. May16: Refinement of concepts. Secondary literature review. Grant writing.

22. Implementation(grant funded start-up activities)

a. Date Range July 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

Regular touch base meetings will be held for the organization leads & school representatives to monitor & evaluate progress, address issues and modify the implementation plan. Jul-Aug Leadership from each participating school and collaborating organizations will meet to discuss the implementation plan, identify project milestones, communications plan, and next steps. -Align curriculum for the Teacher Leadership and for the Paraprofessional Certification to create the collaborative classroom. -Refresh content from BFK to serve as the foundation, activities and self-assessment protocols for parapro support of teachers. -Develop specialized curriculum for priority areas. -Recruit teachers and paraprofessionals from each of the 17 participating schools. -Develop communication materials for recruitment and distribute to all participating schools. -Confirm teachers and paraprofessionals to participate in the program by Sept. LEARNING: Sept 16 - BETA trial for parapro foundation learning modules with Cohort 1 (5 schools) which will run a full 4 weeks with refinements made at the end of each week and prior to kick-off of Cohort 2 (expanded and scaled up). -Teachers will begin teacher leadership curriculum. Evaluate learning experiences. Oct: Cohort 2 expansion to remaining 12 schools. -Cohort 1 begins practice. In-school observational rounds to observe and transition learning to practice. PRACTICE: Nov-Dec 16 -Sync cohorts practice, self-assessments and observational feedback. -Convene collaborative-classroom teams for walk-throughs and debriefing sessions to wrap-up the semester and plan for second semester. -Evaluate implementation successes and struggles. COMMITMENT: Jan-Apr 17 -Bi-monthly check-in and tune-ups. -Refine practice to committed routine. May 17 -Final portfolio of evidence of success and student artifacts. -Evaluate program effectiveness.

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

a. Date Range July 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

The cohort model will be used to expand content (non-grant funded) through other areas of CCS and ESC service area should program meet initial success criteria of increased productivity, job satisfaction, teamwork, and student engagement. ESC has negotiated with BFK no ongoing content license fees for CCS and ESC to scale up to their full service area. College credit would have to be paid at a per credit hour fee. CCS Scale Up: After the initial 17 priority schools, CCS will evaluate program success and ongoing pro-forma cost projections for program continuation outside of grant-funded schools. CCS will incur no additional costs for content used to SOSPro in perpetuity. Progression will be from initial 17 to 36 focus schools in year 2 followed by 45 watch schools in Year 3. The ESC will have the option of placing SOSPro credentialed parapro in schools in their service area or running the program with other districts. The ESC will not charge no charge content fees, but may charge fees for services and/or out-of-pocket expenses.

**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:

Schools that implement SOS Pro with fidelity will see dramatic improvements in the quality of academic support provided by paraprofessionals. Parapros will use highly effective instructional strategies, will more effectively monitor student progress, and will be able to provide more specific and meaningful feedback to teachers regarding student work. Schools in the project will also see shifts in professional culture as teachers gain knowledge and skill as leaders of not only children but also adults in the classroom. Teacher leaders will work more collaboratively not only with parapros, but also with other teachers and with the school leadership as their sense of efficacy in participatory leadership grows. The quality of the paraprofessional training experience, the effectiveness of paraprofessional management and supervision, and the level of satisfaction the paraprofessional will feel as a result will yield greater paraprofessional retention. This program continuity will reduce training costs of new paraprofessionals over time, will strengthen critical relationships between parapros and students, and will ultimately lead to better outcomes for students. Reframing paraprofessional competencies around core instruction will likely recast the way the district recruits and selects parapros in the future. It will be incumbent upon the district to not only find parapros who are caring and empathetic, necessary characteristics for people in these critical roles, but now parapros should be screened for a disposition for teaching and lifelong learning and acumen for applying knowledge and skills of effective instructional strategies.

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:

Thomas Reed, Executive Director, Center for Achievement and Leadership ESC of Central Ohio

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.*

Program evaluation will be conducted internally to allow a greater share of grant resources to be dedicated to program activities. The evaluation will be led by Dr. Thomas Reed and supported by Cathy Heidelberg, Director of Data, Assessment, and Accountability. The evaluation plan will address two hypotheses: H1) The greater the capacity of paraprofessionals to support core instruction in the classroom, the greater the performance of students they serve on standardized assessments. H2) The more effectively classroom teachers lead adults, the more positive the outcomes are for paraprofessionals. In order to test these two hypotheses, ESC evaluators will collect student achievement data as well as classroom observation data. Evaluators will examine: 1) changes in K-3 Literacy indicators on the local report card which identify the number of students "Not-on-Track" for reading proficiency in grades K-3. 2) changes in the number of third graders meeting the Third Grade Reading Guarantee requirements for promotion to 4th grade 3) changes in the number of third through eighth graders scoring proficient or higher on the state Reading test. If hypothesis #1 is supported, then indicator 1 will decrease while indicators 2 and 3 will increase. Additionally, gaps in reading proficiency rates between students with disabilities and English language learners will close. Evaluators will also collect and examine data from classroom observations to determine: 4) the frequency and fidelity of use of highly effective instructional strategies by paraprofessionals 5) the level of coordination and planning between the parapro and the classroom teacher Finally, evaluators will review and analyze data from the parapro and teacher leader training programs to determine: 6) acquisition of knowledge and skill of paraprofessionals in applying core instructional strategies 7) acquisition of knowledge and skill of teachers leaders in applying effective adult management and coordination strategies Qualitative data will be collected through interviews with paraprofessionals and teachers to identify perceived changes between the classroom teachers and paraprofessionals and the perceived impact of the training on their respective professional experiences. To determine the effect of SOS Pro on student performance, ESC evaluators will use a quasi-experimental model matching pairs of control and treatment schools within the Columbus City Schools. Evaluators will use buildings with similar demographics and enrollment to control for non-treatment effects. This quasi-experimental process will allow for both descriptive and predictive analyses between the "treatment" and "control" buildings including comparison of means, analysis of variance, analysis of covariance, and basic T-Tests. All data collection and use will strictly comply with state and federal privacy laws.

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.*

Teacher shortages are sweeping the country. From 2009-13, the U.S. experienced a decrease of more than 30% in enrollment in teacher preparation programs and fewer ACT-tested high school students expressing an interest in teaching (USDOE 2015) to greater numbers of teachers retiring or otherwise leaving the profession. However, the diverse needs of students are ever-increasing. With fewer teachers and more demanding student needs, the system must respond with in-classroom support and paraprofessionals are more likely to live near the schools they serve, be a representative of the community where they live and work and with the needs for jobs and benefits have incentives to work hard, advance their skills, support teachers and students to success. While not a complete answer, SOSPro is part of a comprehensive theory of action to attract, recruit, develop, support and retain educator talent while increasing diversity in the workforce, providing economic opportunity for entry into a professional job, and accelerating student learning. This partnership hopes to prove this true for the benefit of CCS students in these 17 lowest performing schools focusing on key priority areas. We would like this to be a replicable and scalable model for more districts in Ohio. Inasmuch, we will provide the foundational content and workplan to other districts in Ohio through the ESC and BFK at no cost. SOSPro brings together research from highly-effective teachers for many years in Ohio, research from leading authors and universities, the support of CCS' executive leadership, improvement strategists, union leadership (teacher and parapro) along with experience and expertise of the ESC, BFK and Ohio Dominican University with a cost-efficient, economically sound, learner-centered focus to make a difference for students, teachers, paraprofessionals, and districts throughout Ohio. If it takes a village to raise a child, this partnership represents that village and represents a high-likelihood of success.

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).

Thomas G. Reed, Executive Director

Consortium

ESC of Central Ohio (046938) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Dan	Good	614.365.5000	superintendent@columbus.k12.oh.us	Columbus City School District	043802	270 E State St, Columbus, OH, 43215-4312	
Tom	Goodney	614.445.3750	tom.goodney@escoco.org	ESC of Central Ohio	046938	2080 Citygate Drive, Columbus, OH, 43219	

Partnerships

ESC of Central Ohio (046938) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Todd	Hellman	614.481.3141	thellman@bfk.org	Battelle For Kids		1160 Dublin Road, Suite 500, Columbus, Ohio, 43215	
JoAnn	Hohenbrink	614.251.4759	hohenbrj@ohiodominican.edu	Ohio Dominican University		1216 Sunbury Road, Sansbury Hall, Room 140, Columbus, Ohio, 43219	

Implementation Team

ESC of Central Ohio (046938) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Ted	Zigler	Faculty	Dr. Zigler will assist in the recruitment, selection and enrollment of teachers in the Teacher Leader cohort as well as use his expertise as a K-12 practitioner to advise university faculty and serve as a primary point of contact between ODU and participating priority schools.	At Ohio Dominican University, Dr. Zigler has served as the Coordinator of the Online Masters of Education and coordinator of the state Teacher Leader grant, aiding in the development of both the Ohio Teacher Leader Standards and the Teacher Leader Endorsement.	Dr. Zigler brings 30 years of educational experiences from five school districts around Ohio, as a teacher, coach, guidance counselor, athletic director, assistant principal in a middle school and high school, high school principal, and assistant superintendent. He was named the Ohio Principal of the Year in 2001, received UCEA's Excellence in Educational Leadership Award in 2000, served on the state board of directors for the Ohio Association of Secondary School Administrators and the North Central Association, a national accrediting organization, as well as being the 2001-2002 chairman of the national committee on Student Activities for the NASSP.	Dr. Ted A. Zigler received his doctorate in Educational Administration from the University of Cincinnati, a Bachelor of Education in science	10	
Rachel	Lang	Literacy Specialist	Literacy Subject Matter Expert	Eight years experience as a Regional Literacy Specialist. Eight years experience providing literacy coaching throughout central Ohio. Distinguished presenter, trainer, and content developer for teaching literacy across the content area.	Middle School English, Bellefontaine City Schools Adjunct faculty for Reading Education at Wright State University Secondary English and Communications Teacher Common Core Blackbelt Certification	B.S., Education, Hanover College M.S., Curriculum and Instruction, Grand Canyon University	10	
Rodney	Harrelson	Director, Innovation and Improvement	Serve as the single point of contact for Columbus City Schools between the ESC, BFK, and ODU.	Two years in current role Four years experience as Priority School	Rodney has spent 15 years in the Columbus City School District and understands the organizational structure	BA, Ohio Dominican University M. Ed, Ohio State University Ed.D,	10	

			<p>Communicate grant deliverables and progress to CCS district leadership, CEA, and Columbus classified staff supervisors.</p> <p>Coordinate training and ongoing support for paraprofessionals and teachers in focus and watch schools in sustainability year 1 and year 2.</p> <p>Coordinate sustainability and support for training for new paraprofessionals and teachers in years 3-5.</p> <p>Serve as the point of contact for the grant evaluator and the CCS data and student information division. Assist in the collection of student performance data and teacher performance data.</p>	Coordinator in CCS	and the decision makers.	Ashland University		
Sandy	Shedenhelm	Senior Director, Learning & Leading	<p>Formative Instructional Practices subject matter expert, training content developer</p> <p>In her role at BFK, Sandy supports teachers and leaders' efforts to ensure curriculum alignment, adopt formative instructional practices, and create a school-wide culture that supports educators and students every step of the way. This includes providing professional learning to districts across the state of Florida piloting BFK's Formative Instructional Practices blended learning experience.</p> <p>For these districts, Sandy provides counsel in timeline and implementation, course sequencing, and face-to-face professional learning with individuals and teams. Most recently, Sandy facilitated a delegation of</p>	<p>Battelle for Kids, Columbus, Ohio, 2008-present</p> <p>Reynoldsburg City Schools, Reynoldsburg, Ohio, 2004-2008</p> <p>Standards Coordinator Pickerington Local School District, Pickerington, Ohio, 1992-2004</p> <p>Regular Education and Gifted Teacher</p>	<p>Sandy has experience serving as a district's Standards Coordinator, where she was responsible for leading staff development that supports a standards-based culture, creating, implementing, and analyzing common assessments, coaching teachers, and partnering with parents to accelerate learning for all students. She also previously has taught English language arts and social studies, as a middle school Language Arts Coordinator, Career Education Coordinator, and mentor in schools across the state of Ohio.</p>	<p>Master of Science in School Administration, The University of Dayton</p> <p>Bachelor of Science in Elementary Education, Capital University</p>	10	

			educators from across Ireland as they visited Ohio schools to learn more about the American education system and observe firsthand how teachers and leaders in these schools are using formative instructional practices and student feedback to foster a learner-centered environment.					
Kate	Heynoski	Senior Specialist, Learning and Leading	Subject matter expert and training content developer. Kate will develop resources and learning experiences to support educators' professional growth. At the heart of her work is a desire to help individuals, teams, and organizations continuously improve their practice.	University of Michigan, Ann Arbor, MI 2006-2011 Research Assistant (2009-2011) ? Life Cycle Cost Leader- Unit Exchange Center of Excellence (UX COE) (2002-2004) General Electric Transportation Systems, 2000-2011 Lean Implementation Project Manager (2005-2011) Erie, PA	Kate is co-author of the book, The Best Teacher in You: How to accelerate learning and change lives, which draws on more than seven years of research with highly effective teachers and principals. Building on this research, Kate and her colleagues have developed blended learning experiences that engage teacher teams and administrators in strengths-based, personalized professional development. Kate also works with state department and school district leaders to help them collect and use data to inform decision-making and strategic planning. Example of this work include strategic planning with Upper Arlington City Schools and program evaluation for Beaufort County School District. She has expertise in survey development, qualitative interviewing, and focus group facilitation. She has presented at national conferences on professional learning design, strengths-based development, leadership, and change management. She previously served on the board of the Organizational Change and Development Division of the Academy of	Doctor of Philosophy, University of Michigan Master of Science, University of Michigan Bachelor of Science, Ohio University	10	

