## Budget

### Hamilton County ESC (047324) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (77)

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

Plus/Minus Sheet (opens new window)

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>208,000.00</td>
<td>62,400.00</td>
<td>35,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>305,400.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Indirect Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,588.00</td>
<td>5,588.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>208,000.00</td>
<td>62,400.00</td>
<td>35,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>310,988.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation | 0.00

Remaining | -310,988.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Blended Coaching/Professional Development App

2. Project Tweet: Please limit your responses to 140 characters.
Put instructional coaching in the palms of teachers' hands? research based instructional practices with a focus on high yield strategies.

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.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>264 7</td>
<td>258 8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Pre-K Special Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>3069 9</td>
<td>325 10</td>
<td>197 11</td>
<td>217 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Pre-K Special Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>231 K</td>
<td>259 1</td>
<td>291 2</td>
<td>294 3</td>
</tr>
<tr>
<td>284 4</td>
<td>293 5</td>
<td>285 6</td>
<td>264 7</td>
<td>258 8</td>
</tr>
<tr>
<td>306 9</td>
<td>325 10</td>
<td>197 11</td>
<td>217 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Pre-K Special Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>231 K</td>
<td>259 1</td>
<td>291 2</td>
<td>294 3</td>
</tr>
<tr>
<td>284 4</td>
<td>293 5</td>
<td>285 6</td>
<td>264 7</td>
<td>258 8</td>
</tr>
<tr>
<td>306 9</td>
<td>325 10</td>
<td>197 11</td>
<td>217 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Pre-K Special Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>231 K</td>
<td>259 1</td>
<td>291 2</td>
<td>294 3</td>
</tr>
<tr>
<td>284 4</td>
<td>293 5</td>
<td>285 6</td>
<td>264 7</td>
<td>258 8</td>
</tr>
<tr>
<td>306 9</td>
<td>325 10</td>
<td>197 11</td>
<td>217 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Pre-K Special Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>231 K</td>
<td>259 1</td>
<td>291 2</td>
<td>294 3</td>
</tr>
<tr>
<td>284 4</td>
<td>293 5</td>
<td>285 6</td>
<td>264 7</td>
<td>258 8</td>
</tr>
</tbody>
</table>
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.

The Blended Coaching/Professional Development App will be shareable with other districts at the push of a button - with the potential to reach a virtually unlimited number of users locally, nationally, and even internationally. As we share our successes, garnering interest from other districts, we stand to impact more instructional practices, translating into increased student achievement. We envision that the app could be expanded to provide professional development to other adult learners who support our students such as paraprofessionals, administrators, counselors, social workers etc. -We envision that the concept of the app can be used directly with students in the future. Research shows it takes 21 days to develop a new habit. Staffing schools with enough face-to-face coaches to support that is cost prohibitive. This app fills that gap by providing coaching supports in a portable, convenient, engaging format.

5. Lead applicant primary contact: - Provide the following information:
First and last name of contact for lead applicant
Paul E Smith
Organizational name of lead applicant
Hamilton County Education Service Center
Address of lead applicant
11083 Hamilton Ave, Cincinnati OH 45231
Phone Number of lead applicant
513-526-2875
Email Address of lead applicant
paul.smith@hcesc.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

Research shows traditional PD does not effectively change teacher practice. Teachers do not have the time or energy to participate in traditional PD activities. Traditional PD pulls teachers out of the classroom, harming student growth. Schools need to innovate in how they provide PD. Coaching is a proven strategy for transfer to practice, but the capacity to provide coaching at a large scale is impractical. It takes 21 days to develop a new habit. Teachers need to be part of a community in order to support each other's professional growth. Because more adults use mobile devices to consume info (85% of 18–29 yr olds & 79% of 30–49 yr olds), and because people spend more time/day viewing mobile phone (2.8 hrs) v. their laptop/desktop (2.4 hrs), this medium provides coaching services, at whatever time works best for the adult learner in their busy schedules. This app will provide simulated coaching experiences while providing for face-to-face community building efforts to transform teaching.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

What if the instructional coach were as easily accessible as being in a teacher’s pocket? What if teachers could build community anytime, anywhere? What if providing encouragement and valuable information could be as easy as pushing a button? This project will address those concerns. Our proposal seeks funds to develop an app that works in IOS, Android and web based platforms. We believe this is an innovation that has yet to enter the educational PD arena. We are not talking about using something like Google Apps to facilitate collaboration - but instead an interactive, new-learning oriented experience with built-in professional and social supports to promote transfer to practice via our coaching interface. We envision an app that has pathways containing content addressing research-based instructional improvement practices. The Blended Coaching/Professional Development App will be a PD series coaching teachers in transferring instructional theories into practice. It takes 21 days to develop a new habit, so creating a convenient interface to promote this is crucial. The coaching techniques will be intertwined in the content of the coaching app in a creatively effective manner. The innovative design of the app will ensure that the content is useful and the digital experience is captivating. Effectively integrating high-quality technology design with educational professional development is what has been missing from education. Our project team has completed an exhaustive search and have not found any existing apps that deliver professional development in this way. Imagine that the app takes on a journey format. Within the journey there are short individual experiences that provide content and ask teachers to reflect on practice. The content could take the form of a video or reference a portion of text from a professional reading. Each of the short experiences will build on the other with the goal of the teacher being asked to reflect on the learning and implementation. Each of the series of short experiences will culminate in a different part of the coaching app journey that facilitates a small group, face-to-face team meeting. The content of this portion of the app will focus on facilitation of a group discussion around the topic addressed in the prior individual experiences. This cycle of individual learning followed by small group meetings will continue until the goals of the topic are exhausted. The time element of how often teams meet will be determined as the content is developed. The collaboration of teams will be a portion of the app that is vital. We want the app to have the capability of forming virtual and face-to-face professional learning communities (PLCs) that are connected via the app. Groups will be able to post comments, share responses and form an accountability for each other in completing tasks within the app. Administration of the coaching app will allow for push-out notifications to motivate and affirm teachers in their learning. The continual evaluation of the teachers’ experiences in using the Blended Coaching/Professional Development App will assist in making adjustments to the app as the teachers move through the app. We will roll out the app in a test marketing format with Mt Healthy Schools, while also collaborating with teachers on design and content elements. As with any new innovation, we anticipate learning how receptive teachers are to the app. We will continually gather feedback from the teachers on the project to determine how to make changes to the app to meet the needs of our learners.

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.

  Our desired outcome is that improved instruction translates into greater student achievement. (OIP) Plan GOAL1: By the end of the 2018-19 school year, the district will meet or exceed math and literacy state accountability standards for ALL students, with a focus on gap closure, as measured by: Performance Index Greater than or equal to 98.3 points (increase of 3 pts yearly) Overall VA of at least a “B”, cut gap by 1/2 yrt. (OIP) Plan GOAL 2: - By the end of the 2018-19 school year, the district will foster a positive climate and culture such that students’ learning time in class is maximized, as measured by: One percentage point increase in attendance rate for ALL students yearly One percentage point increase in STAFF attendance rate yearly A decrease to no more than 1 Office Discipline Referral per day per month per 100 students at each building At each grade level K-2, 80% of students will meet benchmark targets as measured by Aimsweb.

  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.

  These assumptions must be true for 90%+ teacher participation, academic improvement, and a positive climate and culture: HCESC & MHCS will create content w/high effect sizes. Substantial professional development leads to increased student achievement. Coaching is a successful approach to transfer theory to practice. (It takes 21 days to develop a new habit.) Teacher engagement in professional development needs to be at 90% or higher. The model of consuming information via cross-platform, device-agnostic interfaces keeps people engaged due to portability, convenience, & structure of digital content. Learning is easier to internalize when presented in manageable chunks, w/time between chunks for processing, practice, feedback, & review. Working w/a smaller community of colleagues (grade-level teams, departments, PLC’s) promotes more accountability & implementation.

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

  HCESC has provided PD with research-based high effect-size with success. HCESC has also tested blended learning environments/web-based, LMS with traditional PD with success. HCESC has a successful record in utilizing coaching as an effective professional development model. Mt. Healthy City Schools have partnered with HCESC in past professional development initiatives. Mt. Healthy and HCESC are both in Hamilton County and in close proximity to each other, making for an efficient and effective partnership. John Hattie’s research used over 900 meta-analyses, 60,000 studies, and 300+ million students to determine the effect size of the impact educators are having on students and the effectiveness of specific strategies. The typical effect size of 0.40 is the minimum progress that should be expected for a year of teaching. Substantial professional development leads to increased student achievement. Regional Educational Laboratory Southwest Issues and Answers REL 207 -No.033, Reviewing the evidence on how teacher professional development affects student achievement - "teachers who receive substantial professional development -an average of 49 hours in the nine studies -can boost their students’ achievement by about 21 percentile points. “Next to the principal, coaches are the most crucial change agent in a school. ... Countries that had gone from great to excellent focused 78% of their interventions on professional learning and only 22% on accountability.” (Coaches as System Leaders by Michael Fullan and Jim Knight, Educational Leadership, ASCD /October 2011) A large and dramatic increase in transfer of training - effect size of 1.42 occurs when coaching is added to an initial training experience comprised of theory explanation, demonstrations, and practice (Student Achievement Through Staff Development, Joyce and Showers, ASCD, 2002) Teacher engagement in professional development needs to be 90% or higher. “The results are striking: when 90 percent or more of a faculty was actively engaged in the change initiative, student achievement results in reading, science, and math were dramatically higher
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).**

The indicators that we will use to measure progress will be: 1. Increase in alignment of student tasks, learning targets, and standards. 2. Increase in the ratio of positive interactions. 3. Increase in the percentage of engaged students. 4. - Increase in the percentage of students meeting expectations set by their teachers. 5. Teacher surveys to gather feedback of the effectiveness of the Blended Coaching/PD App. 6. OTES Ratings, which indicators are aligned to effective teaching standards. 7. The app will allow teachers to log evidence of implementation progress, and this will be reflected on building TBT forms. 8. Benchmark formative assessment and state assessment data. 9. Climate and culture data.

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

HCESC’s CASE model is based on deep analysis of school data points, including current report card data, OTES evaluations, AIMSWEB, discipline data, CHAMPS data (PBIS), teacher&student surveys, walkthrough tools, teacher participation in PD, and usage rates of the Blended Coaching/PD App. Minimum of 3 data checkpoints will be implemented by HCESC and MHCS yearly. We will also use MHCS state report card data, specifically looking at Performance Index, Letter Grade, Value Added, Gap Closing, and Annual Measurable Objectives to establish baseline data. Mt. Healthy's Needs Assessment, generated by the Decision Framework Tool, will also be used. The data is analyzed in an ongoing basis using the 5-Step Process by the DLT and reviewed with BLTs and TBTs. - Data points to measure student achievement with baseline data: - 2014 Achievement - Performance Index for Ranking = 83.6 (69.7%), Letter Grade=D - 2014 Progress - VA Overall=0.38, Letter Grade= C - 2014 Gap Closing - AMO=38.6%. CWT data.

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

We are prepared to alter the course of our project if assumptions prove false or outcomes are not realized. We have an exceptionally talented team who will contribute to both app development and ongoing tracking of app "success" including user usage data, specific user feedback, and technology issues, among others. Hamilton County ESC will, in its role as liaison to the app developer, provide a much needed connection between the app system and end users. Since HCESC will load content into the apps, we can revise content as needed, should we discover we did not provide appropriate content. We can adjust content, activities, the overall approach, etc. The infrastructure of this app could have other use-cases as well - such as an interface for providing behavioral/academic interventions. This provides further flexibility should outcomes not be realized. Whatever the case, PD needs will remain, and we will still be a device-connected culture. With an ability to flex and be creative, we can re-imagine usability to stay relevant.

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?
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.

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.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.  
These should be measurable changes, not the accomplishment of tasks. Example: consolidation of transportation services between two districts.

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.

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

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.
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.

Under Governance/Admin Total ($208,000) App development tech $ 95,000 (Cost for HCESC team to build app based on WordPress plugins, including customization) Content creation $85,000 (HCESC’s development of several PD module contents and uploading each into the app interface+ testing) Project Management $ 25,000 (HCESC overseeing all parts of the project and aligning development efforts into scheduled deliverables) Evaluation $3,000 (HCESC conducts data collection and analysis) Under Fringe Benefits, ($62,400 ) Total Fringe Benefits Based on Salaries Purchased Services, ($35,000) District liaison $15,000 (Mt. Healthy district administrators working beyond contract day to assist with development and implementation) Mt. Healthy Teacher Implementation Team $20,000 (Pay for MHSC teachers working beyond contract day to assist with development and implementation) Indirect Costs ($5,588) For fiscal and support management Total: $310,988

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>8,000.00</td>
</tr>
<tr>
<td>b.</td>
<td>8,250.00</td>
</tr>
<tr>
<td>c.</td>
<td>8,500.00</td>
</tr>
<tr>
<td>d.</td>
<td>8,750.00</td>
</tr>
<tr>
<td>e.</td>
<td>9,000.00</td>
</tr>
</tbody>
</table>

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.

Upfront costs for app structure development, teacher implementation team, and district liaison are one-time startup costs and will not recur ($130,000.00). Original content development ($85,000) will establish a wide library of PD offerings, made sustainable through updating and refining the content based on feedback and user experience in subsequent years. Costs for PD content refinement and tech maintenance is estimated at $5,000 - $6,000 per year based on salary increased yearly. The cost for ongoing evaluation is $3,000 per year.

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 2015.16 school year, Mt. Healthy teachers took approximately 222 full days of professional leave. With the cost of a substitute at $117 per day, that equals $25,974 just to cover the cost of teachers taking PD, not including registration fees, etc. We plan to reduce these out of building PD costs by 25%, or $6,493.50 annually. This year, Mt. Healthy has spent approximately $17,000 in books for PD. Again, with a plan to reduce PD costs by 25%, the savings in book purchases equals $4,250 annually. This represents $10,743.50 in savings to Mt. Healthy annually, not including the cost for registering for actual PD sessions.

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.
### D) IMPLEMENTATION

#### 20. Planning

**a. Date Range**
August 10, 2016 to November 1, 2016

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

- The teachers, admin team at Mt. Healthy and HCESC team met to discuss and agree on the pursuit of this grant. Mt Healthy Schools and HCESC are in full agreement of the goals and outcomes of the grant. The implementation team will meet with teachers and other stakeholders to gather input for the planning phase. They will have input on formatting, content, implementation steps, responsibilities, etc.
- The plan to start with a few grade levels is consistent with new technology innovations. The creation and implementation portion of the App will need to be tested with a small sample size in order to scale to large user groups (k-12) in the future. Scope of Activities: Discovery, Planning, Design Phase, August 10, 2016. Mt Healthy decides on PD App Content Focus for Pilot App for winter 2016 and Spring 2017 based on OIP goals and Decision Framework data. PD Content Development for grades 7 and 8 September 1, 2016. Developmental Phase for grades 7 and 8, September 1, 2016. Testing Phase October 1, 2016. Launch Phase, November 1, 2016

#### 21. Planning

**a. Date Range**
August 10, 2016 to November 1, 2016

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

- The teachers, admin team at Mt. Healthy and HCESC team met to discuss and agree on the pursuit of this grant. Mt Healthy Schools and HCESC are in full agreement of the goals and outcomes of the grant. The implementation team will meet with teachers and other stakeholders to gather input for the planning phase. They will have input on formatting, content, implementation steps, responsibilities, etc.
- The plan to start with a few grade levels is consistent with new technology innovations. The creation and implementation portion of the App will need to be tested with a small sample size in order to scale to large user groups (k-12) in the future. Scope of Activities: Discovery, Planning, Design Phase, August 10, 2016. Mt Healthy decides on PD App Content Focus for Pilot App for winter 2016 and Spring 2017 based on OIP goals and Decision Framework data. PD Content Development for grades 7 and 8 September 1, 2016. Developmental Phase for grades 7 and 8, September 1, 2016. Testing Phase October 1, 2016. Launch Phase, November 1, 2016

#### 22. Implementation (grant funded start-up activities)

**a. Date Range**
November 2016- June, 2017

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


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

**a. Date Range**
July 2017 - May 2022

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

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:

This will change professional development, instructional and organizational practices in both HCESC and Mt. Healthy for the better. HCESC, for example, will create an innovative and contemporary medium through which to deliver the instructional content our customers desire. Internally, we will need to shift the way by which some of our content is created to fit this new delivery system but staying up to date in this way is a welcomed shift. Mt. Healthy will shift the manner by which it organizes professional development opportunities for teachers in a change designed to impact instructional improvement in a more focused and supported manner. The biggest factor in accelerating student achievement is the fidelity at which instructional practices are implemented. HCESC is committed to innovatively push the envelope in professional development delivery. The PD app would bring another dimension in blending current PD practices with this new innovation. When professional development can be more convenient for teachers and they have the power to choose the setting and time they want to participate, individuals are more motivated. Because it takes 21 days to develop a new habit, increasing the ease with which teachers engage habit changing content is crucial. The concept of designing PD that builds community and accountability will be realized through the vision of this project.

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:

The project lead, Paul Smith will take the responsibility in being the internal evaluator.

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.

HCESC has a process through the Collaborating to Achieve Student Excellence (CASE) model in triangulating data to determine baseline markers for any change initiative and using data checkpoints to gage progress or areas that need refinement. The metrics used in determining student achievement progress at the state level will be aligned with other data collection methods. All stakeholders will be vital in the ongoing evaluation and reflection for the project. The effect that the project has on teacher, student and community will be important. How students perceive change in instructional practice will be paramount in this project. Data from this project will be shared at applicable educational conferences in Ohio. Data checkpoints will occur after each PD App learning cycle, as outlined below. We will measure improvements to instruction through classroom walkthroughs, OOTES evaluations, teacher surveys. This basis for this work comes from the state’s OITES standards, which are research based and vetted by ODE. Collected twice a year, we will engage correlational data analysis correlating teacher effectiveness with student improvement. We will measure student achievement through state testing, common formative assessments, and failure rates. State assessments are valid and reliable? common formative assessments are based on the research of Chappuis, Stiggins, Chappuis (Classroom Assessment for Student Learning)? monitoring student progress is based on High Schools that Work. Collected quarterly, we will engage trendline data analysis to study performance trajectories. We will measure user experience with the app through transfer to practice data, surveys, and interviews. Transfer to practice research is based on Costa (Cognitive Coaching). Surveys and interviews are based on Marzano’s work on climate and culture. Collected three times a year, our triangulated data analysis will verify results by looking at responses collected through these different formats. A detailed report will be compiled at the end of each year that elaborates on the effectiveness of the project, based on analysis described above.

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.

The success of this project will be evident through the metrics used to evaluate meeting our goals. We are confident this delivery of professional development and coaching will be favorable, efficient and effective among teachers. If so, the opportunities for expansion and replication are many. For example, the Ohio Department of Education (ODE) could use an app in training educators on new initiatives. Think of apps that could be created that train teachers and administrators on Student Learning Objectives (SLOs), Ohio Teacher Evaluation Systems (OTES) or a host of other future initiatives. Other school districts could use what we have learned from this project in creating apps that meet a variety of topics in their improvement plans. We will make the app available through the Apple and Google markets. The scalability of this project will reach far beyond the geographic boundaries of Ohio. Other ideas of expansion would be information directly associated
with student learning. If we find this format to be successful with adults, why not see how this could apply to student learning. We would anticipate sharing our findings in educational publications and educational conferences.

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

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

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul</td>
<td>Smith</td>
<td>513-674-4214</td>
<td><a href="mailto:paul.smith@hcesc.org">paul.smith@hcesc.org</a></td>
<td>Hamilton County ESC</td>
<td>047324</td>
<td>11083 Hamilton Ave, Cincinnati, OH, 45231-1409</td>
<td></td>
</tr>
<tr>
<td>Dr Reva</td>
<td>Cosby</td>
<td>513-729-0077</td>
<td><a href="mailto:rcosby@mthcs.org">rcosby@mthcs.org</a></td>
<td>Mt Healthy City</td>
<td>044412</td>
<td>7615 Harrison Ave, Cincinnati, OH, 45231-3107</td>
<td></td>
</tr>
</tbody>
</table>
### Partnerships

No partners added yet. Please add a new partner by using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE on Project</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>Haap</td>
<td>Educational Consultant</td>
<td>Content Development</td>
<td>19 years experience in education in parochial, charter, public, and urban schools. Four years experience as instructional/educational consultant focused on literacy across the curriculum, data analysis, and systems change.</td>
<td>Co-authored content for six PD guidebooks published by HCESC.</td>
<td>MA in English, MEd in Educational Leadership</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Katie</td>
<td>Tekulve</td>
<td>HCESC Graphic Designer</td>
<td>Graphic Design</td>
<td>15 years at HCESC</td>
<td>2 years of Websign, HTML</td>
<td>B.A. Graphic Design</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Rob</td>
<td>Kovacs</td>
<td>Coordinator, HCESC Technology Assistance Group</td>
<td>App Development</td>
<td>Rob has served in a variety of educational roles including teacher, curriculum writer, and technology coordinator</td>
<td>Rob provides leadership, planning, and professional development through Hamilton County ESC.</td>
<td>MA</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Jeremiah</td>
<td>Henson</td>
<td>Executive Director of Teaching &amp; Learning - Mt Healthy City Schools</td>
<td>Content consultant</td>
<td>22 years of experience in education, 8 years teaching 8th grade science.</td>
<td>14 years of experience developing and providing PD for districts, NSTA conferences, SECO conferences, curriculum, assessment, instruction, Marzano, FIP, and PBIS.</td>
<td>MA in Teaching and Learning</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dr Elizabeth</td>
<td>Johnson</td>
<td>Coordinator of Teaching &amp; Learning - Mt Healthy City Schools</td>
<td>Mt. Healthy Point of Contact/Local Lead</td>
<td>14 years of experience in urban education, instructional coaching, curriculum, and technology.</td>
<td>7 years of experience in developing and providing PD for building, districts, and conferences regarding data, instructional coaching, curriculum, FIP and PBIS.</td>
<td>MAT Education, EdD Administration and Supervision</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Julie</td>
<td>Wakefield</td>
<td>Technology Coordinator - Mt Healthy City Schools</td>
<td>Technical Assistance Consulting</td>
<td>15 years teaching in Mt. Healthy: 14 years in 4th grade, 1 year as technology integration specialist.</td>
<td>10 years of developing and presenting PD within building and for the district - data, Assessment for Learning.</td>
<td>MEd</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Experience, Role, and Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renita</td>
<td>Director of Technology for HCESC, assignment of App developer</td>
<td>technology coordinator, curriculum director, and technology supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Reva</td>
<td>Superintendent-Mt Healthy City Schools</td>
<td>PD vision and mission director for Mt. Healthy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>Director for Center of Urban Educational Services</td>
<td>Project Manager working with urban education, leadership, instruction, and technology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael</td>
<td>Technology Coordinator - Mt Healthy City Schools</td>
<td>Technical Assistance Consulting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brock</td>
<td>Coordinator of Teaching &amp; Learning - Mt Healthy City Schools</td>
<td>Content consultant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>