## Budget

Hamilton County ESC (047324) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (78)

### U.S.A.S. Fund #: 466
**Plus/Minus Sheet (opens new window)**

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<th>Purpose Code</th>
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<th>Salaries 100</th>
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**Adjusted Allocation** 0.00

**Remaining** -458,772.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

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

2. Project Tweet: Please limit your responses to 140 characters.
   Virtual Instructional Coaching: engaging teachers in personalized, anytime, anywhere learning and reflection to increase student achievement.
   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.

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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.

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

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

First and last name of contact for lead applicant
Bill Sears

Organizational name of lead applicant
Hamilton County Educational Service Center

Address of lead applicant
11083 Hamilton Ave. Cincinnati, Ohio 45231

Phone Number of lead applicant
513-674-4207

Email Address of lead applicant
Bill.sears@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

Recent achievement/value added scores reflect not all Ohio students perform at rigorous levels. Current instructional practices do not promote depth of knowledge/cognitive engagement of students. Recent PD efforts on de-constructing standards help teachers understand content, but do not translate into student learning. (Hattie-teacher content knowledge .09: negligible effect size) Teachers need to learn, practice and embed research-based strategies to ensure student achievement, but are isolated; planning and delivering instruction on their own with little time for reflection/collaboration. PD is delivered as a one shot experience not meeting personalized need; so there's remote possibility that strategies learned are implemented. Teachers are only observed a few times a year and don't receive adequate feedback in a systematic, ongoing, job-embedded way. Onsite coaching/feedback is costly, difficult to schedule, delays impact, and costs instructional time.
To improve teacher strategies for instruction and increase student achievement, Virtual Instructional Coaching (VIC) will engage teachers/coaches in a systemic coaching process designed to develop effective teaching practices and reflection. This innovation will focus on the implementation of research based instructional practices. Virtual collaborative tools such as Sibme and blended learning pathways for teachers/coaches will make learning readily accessible. Teachers following similar personalized learning pathways will be placed in virtual learning communities within Sibme, a web based video coaching and collaboration platform designed to improve teaching and learning. Within these virtual learning communities, teachers will collaborate to reflect on their learning, explore resources, share video lessons, and ensure that goals are being met. VIC embeds learning in the real work thereby protecting instructional time. VIC is cost effective, eliminating travel time and substitute costs. Teachers need to access strategies with high effect sizes, including but not limited to, teacher clarity and feedback which double the rate of learning for students (Hattie) and tiered questioning strategies with effect sizes of .74 in science and 1.18 in reading (Marzano). Providing this content in an anytime, anywhere format gives teachers more ownership and allows them to delve into the content in bite sized pieces. Teachers will select a personalized learning pathway relevant to their growth and the needs of their students in order to grow at a personalized pace. According to Linda Darling-Hammond professional development should be "intensive, ongoing and connected to practice." "Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before; into the intellect, behaviors, practices, beliefs, values, and feelings of an educator," explains Elena Aguilar. 85% of teachers who were coached implemented at least one new instructional strategy during the first six weeks of the school year, and teachers move from a culture of talk to a culture of action when video is added (Knight). Showers and Showers’ research shows that when teachers receive theory only, they retain 10% of the knowledge and transfer 0% of that learning, yet with peer coaching and collegial support, they retain and transfer 95% of the new learning. By leveraging video with VIC, teachers will incorporate strategies that have a noticeable effect on student learning (Hattie) VIC provides job-embedded support to make a direct connection between learning and application in daily practice. It promotes authentic opportunities for shared leadership, joint decision-making and collaborative problem solving. VIC also eliminates the barriers of time and distance. Often coaches assigned to buildings spend valuable time traveling to observe lessons and adjusting for changes in building schedules. VIC provides opportunities for bridging the research-to-practice gap, and it motivates educators-inspiring excellence and promoting accountability, while decreasing isolation (Rock). VIC is an impactful process, providing advantages for teachers, principals, coaches, and students - increases student achievement by improving teacher practice - protects instructional time by keeping teachers in the classroom - provides more focused feedback on a small segment of teaching - provides more observations/feedback without the coach physically present, saving time for coach and coachee - provides an archived video to be reviewed by both teacher and coach - allows review of specific episode/moment in time, allowing for reciprocal reflection - provides ongoing, immediate coaching and PD, helping teachers adjust instruction - allows teachers to practice implementation of strategies in a safe space and choose which evidence to virtually share with the instructional coach - reduces the cost of paying subs for teacher PD

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)

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<thead>
<tr>
<th>a. Student achievement</th>
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<tbody>
<tr>
<td>i. List the desired outcomes.</td>
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<tr>
<td>Example: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.</td>
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<td>Within coached classrooms in both districts the following measures will be attained: 80% of students will improve achievement and value added on grade level AIR tests Students at/above benchmark on Dibels (Dynamic Indicator of Early Literacy Skills) data for associated grade levels will increase by 5% from Fall 2016-Spring 2017 In West Clermont coached classrooms the following measures will be attained: 80% of students will meet/exceed reading and math growth projections on MAP (Measures of Academic Progress) tests for associated grade levels, Fall 2016-Spring 2017 Within Three Rivers coached classrooms the following measures will be attained: On STAR math and reading tests, the number of students at/above benchmark will increase by 5% (Grant Year: Gr 3-12, Years 1-5-K-12) from Fall 2016-Spring 2017</td>
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<td>ii. What assumptions must be true for this outcome to be realized?</td>
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<td>Example: 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.</td>
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<td>To accomplish VIC outcomes districts will need: Teachers willing to learn, reflect, and integrate researched strategies in classrooms. Coaches willing to learn the process of VIC by observing, analyzing and asking reflective questions to support teachers as they implement best practices. Blended learning for teachers and coaches designed to produce high-quality, powerful learning in short segments and available anytime, anywhere. Teachers’ learning supported by VIC as they implement researched strategies. Coaches’ learning supported as they develop skills for observing, analyzing, and asking reflective questions. Coaches and teachers supported as they learn and use the equipment for recording and preparing virtual coaching sessions. Teachers submit videos of classroom episodes monthly. Coaches to provide coaching sessions with teachers monthly. Students to attend at least 120 days to measure achievement gain. A professional development culture that transforms from current models</td>
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<td>iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.</td>
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| The lead applicant, HCESC, conducted a pilot of Virtual Instructional Coaching during the 2014-2015 school year. Phase I of the pilot involved one october and one teacher from September through October. Phase II added two additional coaches and two additional teachers from October through January. During Phase III of the pilot, which took place from February through May, one additional instructional coach was added and 11 additional teachers. Protocols for Virtual Coaching were developed during this time. Feedback was also gathered from the principal and teachers impacted by the coaching. VIC had a powerful impact on job-embedded learning, increased reflective practice, and increased support for the classroom teacher. The principal reported that while he strives to be an instructional leader, coaches were able to provide a level of support that he was unable to give based on his duties as building leader. Anna, the first teacher to be involved in the Virtual Instructional Coaching pilot, reported the following: “I definitely think videotaping myself teaching helped me accelerate my development as a professional teacher. I see it this way, you can read something numerous times in a textbook, but until you experience it, you won’t truly understand the meaning behind it. I could have any number of people come in my room, watch me teach, and then give me constructive feedback. But until I was able to watch myself teach and see what they were talking about, I didn’t really understand it. I have gotten invaluable feedback and ideas from my virtual coach, but I also notice things when I watch videos of myself teaching; it makes me
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.

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.

**Examples:** lower 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.
### IV. Preparation and Strategy

#### a. Understanding the problem
- The problem is that districts have common needs for professional learning.
- Developed personalized learning pathways used by multiple districts is more efficient and cost effective than each district developing its own professional development.
- VIC will scaffold and support the teacher's implementation of researched strategies with high effect sizes by providing job-embedded, ongoing coaching.
- VIC will increase the quality and quantity of personalized professional learning and coaching in an efficient, effective way that can be easily sustained, expanded, and replicated over a large geographic area. The personalized PD will be able to be accessed electronically anywhere, anytime, tailored to teacher/student needs, and delivered in small, manageable segments.

#### b. Planning and Strategy
- VIC will increase the quality and quantity of personalized professional learning and coaching in an efficient, effective way that can be easily sustained, expanded, and replicated over a large geographic area. The personalized PD will be able to be accessed electronically anywhere, anytime, tailored to teacher/student needs, and delivered in small, manageable segments.
- Initial phases of the grant intentionally incorporate the shared services model by involving two districts served by two separate ACCESS ESCs. Coaches and PD will be shared among ACCESS—an alliance of 10 ESCs designed to leverage the capacity and expertise of its individual members and to meet the needs of local, regional, and state educational entities to provide equitable access and scalable quality for the communities served. VIC will then be expanded as a shared services delivery model to all 10 ACCESS Esc’ s and 108 ACCESS districts, potentially impacting over 17,000 teachers and 312,000 students.

#### c. Implementation
- VIC will scaffold and support the teacher's implementation of researched strategies with high effect sizes by providing job-embedded, ongoing coaching.
- Coaching will be able to serve more teachers in more schools in a larger geographic area due to elimination of travel time and constraints of a schedule that is dependent on the school day.
- Cost of equipment and licenses will be reduced by negotiating and purchasing larger quantities for all partners involved.
- ALT will ensure two way communication between districts and teachers and the developers and facilitators of professional development and coaching training.

#### iv. Early Efforts
- HCESC conducted a pilot of Virtual Instructional Coaching during the 2014-2015 school year with 4 coaches and 12 teachers.
- Protocols for VIC were developed during this time. Feedback was gathered from the principal and teachers impacted by the coaching. VIC had a powerful impact on job-embedded learning, increased reflective practice and support for the classroom teacher. The principal reported that while he strives to be an instructional leader, coaches were able to provide a level of support that he was unable to give based on his duties as building leader. Because of the positive feedback received from the principal and teachers involved in the pilot, the LEA chose to contract with HCESC to scale up VIC to involve 8 HCESC instructional coaches who will coached approximately 300 teachers across 14 schools in Michigan and Ohio during the 2015-2016 school year. Coaches are coaching at multiple buildings in a variety of locations or states without any travel time involved. Efficiency: An onsite coach faces the barriers of conforming to the 7 hour school day,
building schedule and planning times, and is able to observe and give feedback to approximately 4-6 teachers a day. Additional time is required to travel to the building site, travel within the building from classroom to classroom, and to travel between building sites. This reduces the actual amount of observation and coaching to 3-4 teachers a day. A virtual coach is able to observe and give feedback to approximately 10-12 teachers in that same time frame. This triples the number of teachers who can benefit from job embedded coaching.

Research: The fields of medicine, law, and business report that virtual coaching and learning has created efficiencies and scalability and enhanced the effectiveness of their professionals. The Harvard Business Review (HBR) cites effectiveness of virtual coaching and professional development that matches flexible learning options to different learning styles. Millennials who came of age using cell phones, computers and video game consoles expect technology to support their learning. This type of learning also helps prepare our teachers to meet the needs of the iGen students whom they serve. The flexible learning options are attractive to busy educators with heavy workloads. According to HBR, virtual coaching teaches employees to own their career development as they self-direct and control their learning future. Don Jones, former VP of Learning at Natixis Global Asset Management summarized like this: "We need to have ‘customized solutions’ for individuals, while simultaneously providing scale and cost efficiency across the organization.” Jo Romano, who has worked 35 years in management and is a Certified Professional Coach, Leadership and Management Consultant and Trainer, states that while coaching has been face to face and is usually confined in a definite setting, there are substantial benefits of virtual coaching: -Geographical locations and preoccupied schedules are no longer barriers. This method offers stability of learning, efficiency and development. - It helps cut expenses. Face to face coaching costs more than virtual coaching even though you get the same benefits. - It cultivates self-examination and critical thinking. Coaching helps develop professional growth; one must have an opportunity to be aware of the things that really needed. Self-direction and efficacy are enhanced. -Offers more privacy. Virtual learning provides a solution to those who want to keep their coaching affiliations concealed. -No time and distance barrier. Since you don't have to meet with your coach personally anymore, you don't have to worry about distance or your busy schedule.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

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

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

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

To assure that VIC increases quantity and quality of professional learning and has potential to become a shared service that can be easily sustained, expanded, and replicated over a large geographical area. Collect semiannually from fall '16 to spring '17: -quantitative data on the number of coaching sessions -quantitative data on the amount of time that coaches spend reviewing lessons and providing feedback Collect from fall '16 to spring '17: -pre/post data on the quality of the coaching sessions and feedback -pre/post qualitative data from virtual coaches on knowledge and skills surrounding coaching -pre/post qualitative baseline data from Cohort I teachers on knowledge and skills related to personalized learning pathway content -qualitative data from teachers regarding the quality of their professional personalized learning pathway -qualitative data from coaches regarding the quality of the blended VIC training.

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

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

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

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

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)

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.

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.

HCESC will provide: A Project Implementation Director, Bill Sears, will dedicate 35% of his FTE, at a cost of 48,000(salary&benefits) for the first year of the grant. In following years, grant monitoring will be part of his job responsibilities. Copies and administration supplies at a cost of 5000. HCESC will purchase and distribute equipment, 58-SWIVL bases/360 each from SIBME (20,880) and 58 ipads from a local store/269 each(15,602) and 10 SWIVL bases(3600) and Ipads(2690) to replace any broken/lost equipment. The total for all equipment is 42,772. HCESC will develop and deliver customized PD for training how to be a virtual instructional coach at a cost of 40,000(salaries&benefits). HCESC will design customized PD to improve student achievement for teachers at a cost of 80,000(salaries&benefits). HCESC will utilize experienced coaches to provide ongoing support for coaches-in-training during Phases II and III of the at a cost of 60,000(salary&benefits). This support will be provided in a gradual release of responsibility model enabling the ESC and district coaches to expand the coaching. HCESC will provide an experienced Virtual Coaching Coordinator to oversee Virtual Coaching in collaboration with grant districts at a cost of $80,000(salary&benefits) during year 1. HCESC will provide this coordination as part of a person's normal responsibilities for the remainder of the grant. Purchase Services: 200 teacher/coach 6 year licenses purchased from SIBME(78,000) for the virtual platform and maintenance of licenses for the life of the grant. Licenses can be transferred among teachers and coaches. Dr. Lillian Hawkins will evaluate grant implementation at a cost of 25,000.

She will prepare protocols for data collection, provide the process to analyze results, and make recommendations for improvement and prepare reports for the Advisory Leadership Team; and a statistical analysis of the grant's impact on the established goals.

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

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<thead>
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</tr>
<tr>
<td>3,750.00</td>
<td>e. Year 5</td>
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15. Please provide a narrative explanation of sustainability costs. Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

The project will require the districts to use a portion of their currently allocated PD funds during each year of the grant. The costs for all software licenses needed are included in a multi-year contract with Sibme. All equipment (including replacement equipment) needed will be purchased in the grant year. This equipment has an average lifespan of over 6 years—there will be minimal needed replacement during the five years or longer. As indicated 10(20% of initial purchase) SWIVLs and Ipads will be purchased in Year 1 to address lost/replacement needs. Sustainability Years 2-6 The content for the needed PD was developed in Year 1 along with training district leaders and teachers to be able to facilitate the PD and the Virtual Coaching in years 2-6. The equipment needed was purchased in Year 1. The software licenses to do the Virtual Coaching were paid in Year 1 as part of a multi-year contract. The train-the-trainer model will provide needed PD including bringing new coaches and staff up to speed and will become a part of the district’s annual PD plan and budget. Each district will need to provide released time for the Virtual Coaches and will incur the cost for needed substitutes—Three Rivers: 1250 salaries and benefits; West Clermont 2500 salaries and benefits. As indicated 10(20% of initial purchase) SWIVLs and Ipads were purchased in Year 1 to address lost/replacement needs. The professional development for all Virtual Instructional Coaches provided in the grant year is a train-the-trainer approach which creates a self-sustaining model and thus limiting costs to the districts. The professional development content for the teachers was developed in the grant year and can be provided in future years through each district's professional development budget with no increase in those funds.

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.

Each district will reduce their overall professional development expenditures which focuses on improving student achievement each year as a result of implementing Growth Beyond Boundaries. The content for the PD to improve classroom instruction was developed in initial grant year. By using this customized PD through a train-the-trainer model in years 2-6, each district will save at least 15% of their budgeted purchased services needed for professional development each year. This means that Three Rivers will save $15,000 per year and West Clermont will save $25,000 per year. Even though it is believed that implementing the VIC program will cause significant savings in the areas of needed fewer substitutes and not have to use outside instructional coaches, it is difficult to determine the exact amount of savings for each district. Thus, those savings are not included in the documentation. It should also be noted that each of these districts and other districts in ACCESS will gain the power of having in-district instructional coaches to improve the teaching and learning which they have not had in the past. This approach (VIC) is the answer to transforming our classrooms to prepare all students to be career and college ready.

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. The sustainability costs will be met through cost savings with the implementation of the project resulting in a decrease in purchased services.

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 Nov. 2015 - July 2016

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

The planning activities include: - Held brainstorming, visioning and research sessions - Conducted superintendent meetings, district/partnership meetings, and partner/provider meetings - Attended webinars and Regional Straight A meetings - Developed a communication and coordination plan - Established and maintained committees for grant planning - Reviewed previously successful grant applications - Explored alternative delivery systems for professional development - Developed Phase I Action Plan - Secured District Partnerships - Secured and analyzed district data - Consulted with districts to identify coaches - Investigated effective coaching models to incorporate in training for coaches, including Jim Knight's focus on teaching workshop attended by the Virtual Coaching Coordinator - Selected mentor coaches that embrace a growth mindset for professional development - Consulted and selected vendor partners for implementation and evaluation

22. Implementation (grant funded start-up activities)

a. Date Range August 2016 - June 30, 2017

b. Scope of activities - include all specific completion benchmarks

- Phase I - Aug.-Sept. 2016 - Phase II - Aug. 2016-May 2017 - Phase III - Jan. 2017-June 2017 - Scope of activities (2000 characters) Phase I Aug.-Sept 2016 - Notify partners to identify project personnel (coaches, teachers, team members) - Convene Advisory Leadership Team (ALT) for monitoring, communication, and coordination - Create VIC training on effective coaching (Knight, Aguilar) and video resource/sharing platform, Sibme - Mentor coaches launch VIC training with Cohort I - Convene SLTs (School Leadership Team) - Collect student achievement baseline data - Collect coaching skills baseline data from coaches - Mentor coaches collect initial lesson video submission baseline data - Select strategies from researched instructional frameworks (i.e. Hattie's Visible Learning, Marzano's Art and Science of Teaching, Jim Knight's High Impact Instruction etc.) to facilitate learning pathways content - Assemble and task HCESC design team to create customized learning
E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

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

b. Scope of activities - include all specific completion benchmarks

- Participating districts will have coaches and teachers who have substantive knowledge and implementation of research based strategies, including principals. -70 teachers will be familiar with the process of virtual instructional coaching and the implementation of research based strategies and can be used as a pool for additional coaches. - Hamilton County ESC, as well as additional ACCESS districts (108 districts serving approximately 312,000 students) could replicate this process. - Districts beyond those geographical boundaries could replicate this process with the potential to impact teachers and students nationwide. - Personalized learning pathways and virtual instructional coaching cycles will continue with Cohorts I and II and any additional cohorts in participating districts. - District virtual instructional coaches will continue to refine, inform, and develop content for personalized learning pathways based on participant feedback, analysis of virtual coaching cycle progress and student achievement impact. - The implementation process outlined in Phases I-III will be replicated within other buildings in the districts involved, districts in the ACCESS consortium and possibly other districts who see the benefits in student achievement and teacher efficacy from this approach. - Semi-annual reports will be prepared regarding compliance with implementation of the plan. At the end of each year, intermediate summative analyses will determine the degree of impact of the project and inform the implementation of the following academic year. The final comprehensive summative evaluation will review the project's activities report on the results of the analysis of the attainment of set goals and deliver the reported observations regarding the impact and value of the project's activities by the stakeholders.

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:

Virtual Instructional Coaching transforms teaching practices. According to Hershberg, good instruction is 15-20 times more powerful in producing student achievement than family background, income, race, gender and other variables. Unfortunately, current PD does not support this transformation. Recent educational initiatives in Ohio focus on teacher practices through evaluation, residency, and reflection. This grant incorporates best practices so that teachers are able to reflect on their own professional growth as they incorporate proven strategies that positively impact student achievement. On-going, embedded collaborative reflection is the key to professional growth. Utilizing technology to meet the barriers of face to face professional learning and coaching will promote continual refinement of professional practice. Implementation of VIC will result in the following critical instructional and organizational changes: For students: Increased achievement through implementation of strategies with strong effect sizes implemented with support and fidelity. For teachers: Personalized PD accessed anywhere, anytime, tailored to teacher/student needs, and delivered in small, manageable segments. Virtual coaching support of new learning and relevant, useful, real-time feedback to improve/refine practice. Access to a safe, private space to record lessons and reflect on their practice. Increased frequency of classroom observations and focused feedback based on personalized learning pathways thus increasing the impact of reflective practice. Re-structured observation times, not dependent upon building schedules; teachers upload video at any time and coaches respond at anytime. Sharing of resources between the coaches and teachers are promoted by video feedback and collaboration. For Districts: Archived videos for future use. Staff access to expanded learning communities through the collaborative structure provided by the video and resource sharing platform, Sibme.

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

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

Please enter your response below:

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

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

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

Parallel quantitative and qualitative data will be collected independently (component design) to measure the impact of the VIC innovation. Using qualitative data will enrich the analysis by identifying issues or obtaining information on variables not obtained by quantitative data alone. Qualitative data will allow us to examine and explain results from the quantitative data and triangulate the data to confirm and reinforce or reject the hypothesis that VIC improves teaching and learning. All data will be analyzed sequentially to determine if mid course implementation changes need to be made in the intensity of professional learning or in the coaching process. Success of the project, lessons learned and effectiveness and efficiency data will be shared with ACCESS members and ESCs throughout Ohio and through a variety of publications and social media. Data Collection, Measurement Timelines, and Methods for Analysis Students: -Pre and post student achievement data will be collected from participating districts using state assessments and existing vendor assessments. -Pre and post qualitative student data will be collected from student surveys -The growth in number of students impacted by the grant will be monitored For students within partnering districts the following data will be collected and analyzed: -Achievement results and value added growth projections on the ATR assessments from spring 2016 to spring 2017 -Fall 2016 and spring 2017 DIBELS (Dynamic Indicator of Early Literacy Skills) associated with student grade levels -Pre/ assessment (fall 2016) and post assessment (spring 2017) of students in grades 4-12 to reflect on how the strategy/strategies implemented by the teachers impacted their learning -Pre/post number of students impacted by job embedded coaching on research based strategies will be calculated Within West Clermont Local, the following measures will be monitored: -Fall 2016 and Spring Reading and Math MAP (Measures of Academic Progress) associated with student grade levels Within Three Rivers Local, the following measures will be monitored: -Fall 2016 and spring 2017 STAR reading and math assessments associated with student grade levels Teachers: Baseline and post quantitative data will be collected from participating districts using state tests, teacher growth measures, and existing vendor assessments. Baseline and post qualitative teacher data will be collected from teacher surveys and analyzed by project evaluator. Lesson videos will be analyzed by mentor coaches. Pre and post assessment surveys will be analyzed to determine growth on how the strategies impacted the teaching process. Content in pre/post videos of teaching will be analyzed using content analysis to determine themes and growth. Teacher ratings will be analyzed for the impact that professional learning and virtual coaching has on student growth. The number of teachers impacted and the number of teacher observations with coaching feedback will be monitored. For teachers receiving VIC: -Student Growth Measure ratings -Pre/post teacher surveys reflecting on how the strategy/strategies impacted instruction and learning -Pre/post videos analyzed by coaches and mentor coaches -Increase in the number of teachers receiving virtual coaching on a monthly basis -Increase in the number of teacher observations with coaching feedback Coaches: Pre and post qualitative and quantitative data will be collected from coaches on knowledge and skills of coaching. Data will be analyzed using content analysis to look for themes and areas of growth as well as areas that may need to be developed for future professional learning. For coaches in both partnering districts receiving VIC: -Pre/post survey on coaching knowledge and skills. -Analysis of progress on established goal based on pre survey results at the completion of the cycle of professional development and virtual coaching. -Pre/post analysis of coaching sessions. -Increase in nu

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

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

Virtual Instructional Coaching is an innovative, scalable, sustainable solution that will deliver measurable impact on student achievement and teacher practice. The power behind the proposal is that it is intentionally designed to produce a multiplier effect. Replication, cost of implementation, and scalability have been integrated into the proposal. Success of the project, lessons learned, and efficiency/effectiveness data will be shared with ACCESS ESCs and their 108 districts, ESCs throughout Ohio, and through a variety of publications and social media. Each ACCESS ESC can choose coaches to receive training to implement VIC in their districts. The previously developed learning pathways can be accessed by teachers/coaches anywhere for a minimal cost. With the PD and coaching process, districts would be ready to implement VIC. Training virtual coaches in partner districts ensures that their teachers receive quality virtual coaching during the life of the grant and beyond. Because the coaching is virtual, trained coaches can serve in other ACCESS districts. Participants can progress to a new role: successfully trained coaches become mentor coaches to provide support to new coaches; coached teachers can become coaches. Expanding the pool of coaches increases the number of teachers who can receive coaching and potentially impacts the learning of 312,000 students in ACCESS districts. The implications of the grant and its reach will expand beyond the borders of the 2 districts and ESCs to other ACCESS districts and ESCs, across the state and beyond. The intense, quality coaching and powerful professional learning segments are virtual and have the capability of being scaled anywhere. Future users who will benefit from these practices will be able to access the learning anytime, anywhere. VIC can transform learning for students and teachers, and is easily replicated and expanded among other districts within the region, state and nation benefiting many students and teachers.

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 do agree with the assurances. Bill Sears HCESC Director of Instructional Services bill.sears@hcesc.org 513-674-4207
<table>
<thead>
<tr>
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<th>Last Name</th>
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<tbody>
<tr>
<td>Craig</td>
<td>Hockenberry</td>
<td>513.941.6400</td>
<td><a href="mailto:chockenberry@trlsd.org">chockenberry@trlsd.org</a></td>
<td>Three Rivers Local</td>
<td>047399</td>
<td>401 N Miami Ave, Cleves, OH, 45002-1024</td>
</tr>
<tr>
<td>Bill</td>
<td>Sears</td>
<td>513-674-4207</td>
<td><a href="mailto:Bill.sears@hcesc.org">Bill.sears@hcesc.org</a></td>
<td>Hamilton County ESC</td>
<td>047324</td>
<td>11083 Hamilton Ave, Cincinnati, OH, 45231-1409</td>
</tr>
<tr>
<td>Keith</td>
<td>Kline</td>
<td>513.943.5000</td>
<td><a href="mailto:kline_k@westcler.org">kline_k@westcler.org</a></td>
<td>West Clermont Local</td>
<td>046359</td>
<td>4350 Aicholtz Rd, Cincinnati, OH, 45245-1505</td>
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## Partnerships

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<tr>
<td>Dave</td>
<td>Wakefield</td>
<td>888.601.6786</td>
<td><a href="mailto:davew@sibme.com">davew@sibme.com</a></td>
<td>Sibme</td>
<td></td>
<td>5100 Westheimer Rd., Suite 200, Houston, Texas, 77056</td>
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<tr>
<td>Lillian</td>
<td>Hawkins</td>
<td>513.772.7812</td>
<td><a href="mailto:lilihawk@fuse.net">lilihawk@fuse.net</a></td>
<td>Project Evaluator</td>
<td></td>
<td>281 Carriage Circle Dr., Cincinnati, OH, 45245</td>
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<tr>
<td>Dave</td>
<td>Distel</td>
<td>513.674.4236</td>
<td><a href="mailto:dave.distel@hcesc.org">dave.distel@hcesc.org</a></td>
<td>ACCESS (Alliance of Ten Educational Service Centers)</td>
<td></td>
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### Implementation Team

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<tbody>
<tr>
<td>Keith</td>
<td>Kline</td>
<td>Superintendent, West Clermont Local Schools</td>
<td>-provide leadership, management, coordination, communication and support for the full scope of work -provide input for implementation plan for the entire 6 years of the sustainability period -communicate expectations for involvement in the project to leadership at each school</td>
<td>-Keith has served as high school principal, assistant superintendent, and superintendent, operating a budget of over $70,000,000. In FY 16, he managed federal grants in Title I, IIA, III, and IDEA Part B and IDEA Early Childhood of over $3,700,000.</td>
<td>The two participating districts have many years of experience in managing and implementing grants. These districts have shown innovative leadership over the years and virtual coaching will enhance the implementation of their existing district and Ohio Improvement Plans. The participating districts serve over 11,000 students and have 650 teachers. Both Three Rivers and West Clermont are involved in the Ohio Improvement Process and utilize multiple data sets to make decisions and monitor progress.</td>
<td>Ph.D. in Educational Leadership from Miami University</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Julie</td>
<td>Scarlato</td>
<td>Educational Consultant</td>
<td>As Virtual Coaching Coordinator, Jullie will: -Serve as member of the of the Advisory Leadership Team - Design and facilitate instructional coaching professional development for mentor and district coaches - Communicate and coordinate plan with Project Implementation Director and Advisory Leadership Team - Serve on design team to create personalized professional development pathways for teachers in response to data. - Collaborate with the</td>
<td>Julie is an Education Consultant for the Instructional Service Center which provides professional development and services through HCESC</td>
<td>Julie has over 11 years of instructional coaching experience and expertise. She worked in collaboration with other consultants to develop and facilitate an Instructional Coaching Institute at HCESC for the past two years. Julie was the Coordinator of the pilot of Virtual Instructional Coaching during the 2014-2015 school year as well as the Virtual Coaching</td>
<td>M.Ed. in Elementary Education from Mount Saint Joseph University</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Mentor coaches and district contacts and monitor implementation of VIC and personalized professional learning pathways</td>
<td>Attend SLT meetings upon request</td>
<td>Coordinator for the expansion of HCESC’s virtual coaching services during the 2015-2016 school year</td>
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<tr>
<td>Craig Hockenberry, Superintendent, Three Rivers Local Schools</td>
<td>-provide leadership, management, coordination, communication and support for the full scope of work -provide input for implementation plan for the entire 6 years of the sustainability period -communicate expectations for involvement in the project to leadership at each school</td>
<td>-Craig has served as K-6 assistant principal, PreK-12 principal, and superintendent operating a budget of over $30,000,000. As principal, Mr. Hockenberry led the transformation of Oyler School from a K-6 school to a full service PreK-12 Community Learning Center. The school went from Academic Emergency to Academic Watch to Continuous Improvement under his leadership. M.Ed. in Educational Administration, Xavier University</td>
<td></td>
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Hamilton County Educational Service Center will serve as the Lead Applicant and Fiscal Agent for this initiative. HCESC will assume full responsibility for overall leadership and coordination of the entire project working closely with the Project Implementation Director, consortium members, and all partners to ensure fidelity of implementation of the entire scope of work. HCESC will closely follow all program requirements as listed

HCESC is positioned through strategic partnerships to build bridges between the ESC and the districts by leading the delivery of value-driven solutions to facilitate change and innovation. HCESC has the capacity to provide leadership and coordination and support for this project. HCESC is qualified to provide professional learning and support for teachers and coaches for VIC. HCESC has developed a strong reputation over the years for highly qualified personnel who can design and deliver quality professional development and who can also serve as visionary leaders in improving teaching and learning.

HCESC employees have attained master’s degrees and beyond
in the Straight A Fund Notice, ensuring proper oversight of the financial obligations and providing quality and impactful opportunities for collaborative success between HCESC and the two school districts listed as members of the consortium. The Project Implementation Director, Bill Sears, will work closely with each District Superintendent Treasurer Don Rabe to ensure strict compliance within each identified school district. Partner Superintendents will take an active role in the implementation of the grant by serving on the Advisory Leadership Team (ALT) and will communicate regularly with district leadership, school administrators, district union leadership, teachers through school liaison teams (SLT) and ESC leadership to ensure project operations are in alignment with the grant requirements. HCESC will serve as the primary liaison and collaborate with all partners involved in the project to communicate and facilitate successful implementation of the full scope of the work of the project. HCESC will hold all contracts for services and products and ensure that each partner is meeting contractual obligations. HCESC will work closely with the Project Implementation Director, ALT, Virtual Coaching Coordinator, Project Evaluator, and SLT’s. HCESC will maintain all in-process and summative performance data. Performance data will leadership of this grant because of the highly skilled cadre of curriculum and school improvement resources with ample expertise to monitor the coaching activities that occur and to make substantive contributions to the formative process involved. HCESC has established strong relationships with all participating parties in this grant and will harness the power of those relationships to drive quality work and derive quality results reflected in delivery of research-based, high yield instructional strategies and enhanced student knowledge and understanding of academic content.

HCESC consultants are change agents who have crucial conversations to bring about significant change in practice and promote a systems perspective in the work. Depth of knowledge, skill, leadership and practice in working with adult learners in acquiring content knowledge, leadership strategies, alignment of curriculum, instruction, assessment, effective coaching, facilitation skills, data analysis and research-based best practices are qualities that have earned HCESC national, state and regional reputation with the districts and organizations it serves, and allowed it to attain its goals to provide:- Customer Driven Innovation- jointly designed solutions customized to produce results that matter. - Integrated Service Delivery- systems approach to provide seamless integrated solutions - Measurable Outcomes- solutions that improve performance, increase effectiveness, enhance efficiencies, reduce cost, and ramp up productivity. - Agility- ability to respond quickly to
be provided to the evaluator. The Advisory Leadership Team to evaluate goals and identify course corrections.

- rapidly changing contexts. Ensuring organizational sustainability and viability for various types of organizations - through cost saving breakthroughs, value generating innovations, and the development of new business models.

| Bill Sears | Director of Instructional Services, HCESC | Project Implementation Director, Bill Sears, Director of the HCESC Instructional Service Center, will assume full responsibility for overall leadership and coordination of the entire project working closely with all consortium members and all partners to ensure fidelity of implementation of the grant. | Bill oversees the Instructional Service Center which provides professional development and services through HCESC | Bill has over 45 years of educational experience and expertise in managing projects of this magnitude. As superintendent, he managed budgets up to $70,000,000 and has held administrative positions for over 41 years serving as a superintendent, an assistant superintendent, and building principal | B.S. in Education-mathematics: M.A. Xavier University-Administration | 35 |