

Budget

Warren County ESC (050401) - Warren County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (38)

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

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	423,000.00	147,000.00	0.00	0.00	570,000.00
Support Services		0.00	0.00	396,716.00	0.00	0.00	0.00	396,716.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	30,000.00	0.00	0.00	0.00	30,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	849,716.00	147,000.00	0.00	0.00	996,716.00
Adjusted Allocation								0.00
Remaining								-996,716.00

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Fit4Success

2. Project Tweet: Please limit your responses to 140 characters.
Holistic nutrition, physical exercise, and social emotional learning program designed to improve student and staff achievement and health.
This is an ultra-concise introduction to the project.

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

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

Grant Year					
Education	Pre-K Special	K	1	2	3
4	5	120	6	120	7
9	10	11		12	

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	240	6	240	7
9	10	11		12	

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	360	6	360	7
9	10	11		12	

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	480	6	480	7
9	10	11		12	

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	600	6	600	7
9	10	11		12	

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	600	6	600	7

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.

It is likely that some of the participating teachers will not remain in their current roles over the five year period but will take the information to their new classrooms. In addition, students are likely to share this information at home which will impact peers, siblings, and parents indirectly. Students will also continue to integrate these interventions throughout their high school and postgraduate activities.

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

First and last name of contact for lead applicant
Alleyn Unversaw

Organizational name of lead applicant
Warren County Educational Service Center

Address of lead applicant
1879 Deerfield Road, Lebanon, Ohio 45036

Phone Number of lead applicant
513-695-2900

Email Address of lead applicant
alleyn.unversaw@warrencountyesc.com

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

Pilot data, teacher reports, student accounts, and performance measures have indicated students often struggle with maintaining focus and attention throughout the day. Sedentary lifestyles coupled with limited emotional regulation strategies and poor nutrition practices often mean students are not meeting their maximum potential for learning. In addition staff members parallel many of these same behaviors leading to high absenteeism and stress levels which ultimately impacts physical health symptoms and disease, in turn impacting student achievement. With more than one in four individuals in Warren County obese, minimizing stagnant behaviors throughout the day complemented with a hands-on nutrition program and mindfulness social emotional learning (MSEL) will ensure students and staff are exposed to evidence-based interventions designed to support student achievement across several domains with extensive benefits demonstrated over time as students transition to adulthood.

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

The purpose of our project is to improve student, teacher, and staff well-being using a synergistic program encompassing brief mindfulness social emotional learning, physical health and nutrition activities (MSEL/PH/N). Six districts will be divided into 3 cohorts with 2 schools per cohort. Cohort 1 starts year one, cohort 2 in 2nd year, etc. This is a multi-tiered holistic approach delivered in small doses throughout the day

leading to a sustainable replicable cost-efficient holistic school health program. Each cohort will transition between 3 different tiers of interventions (one tier per year). Tier Activities will include supports leading to increased school engagement and performance. Middle school-aged students will have increased: opportunities for physical activity during the school day; knowledge of the impact of healthy behaviors and nutrition; and practice MSEL. District staff are exposed to similar messages in the context of their own teaching, relationships, and personal health. Our vision is to build an evidence-based, sustainable program that can be replicated in other locations. Individually, each of the different components have pilot data and research demonstrating its effects on student performance and staff functioning. Combining these efforts into one program impacting both students and teachers is innovative. While one component from the MSEL/PH/N triad is typical, three components could impact outcomes at greater levels as the consolidated program exposes students and staff to more opportunities for self-care and awareness. One school per district will partake in the 3 tiers of supported interventions. Miami University (MU) faculty will serve in various roles from curriculum development, facilitation, coaching, and mentoring throughout the six year cycle. During the first year for each cohort, MU will model all of the interventions with designated classrooms. District teachers will participate in hands-on training, online modules, and peer discussion groups in order to prepare themselves for the second tier of intervention. Tier 2 ensures staff have the knowledge and skills to integrate Fit4Success (F4S) programming independently. MU will be available through online support, training and coaching sessions as staff implement the activities autonomously. The last tier of the project is the sustainability phase where district staff continue to administer the activities independently for the remainder of the grant cycle, reporting and tracking outcomes. Included in each of the tiers is a three-pronged approach to support student well-being. Part one includes a minimum of 30 minutes of physical activity throughout the day separate from physical education or changing classes. Administered in small doses (e.g. 5 minutes per period), students will follow video modules as research has demonstrated these types of interventions can impact focus and test-taking abilities. The second part of the program includes a nutrition piece delivered 8 times per year. This includes nutrition education and values of container gardens. The final component of the project entails the delivery and practice of mindfulness social emotional learning where, at minimum each year, students will engage in 20 total (10 min sessions per semester) and staff will participate 2 half day MSEL trainings with between session coaching. Students in similar programs exhibit improved attention, behavior management, and reduced anxiety. Teachers participating in similar programs show increased well being and improved instruction. MU's Engaging Technology Lab will develop gamification opportunities for students to partake in challenges and rewards to promote interest and commitment to the skills and lifestyle changes promoted throughout F4S. Gamification components are geared toward multiple levels of learning allowing students to deepen their knowledge. Continuous gamification refinement and additions allow for long term sustainable programming.

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.

Compared to peers in comparison groups, this project anticipates students enrolled in the Fit4Success program will see: 1) Improved student academic achievement; 2) Improved student attendance; 3) Decreased student disciplinary infractions; 4) Improved teacher attendance; and 5) Increased awareness of 21st century health literacy practices (exercise, nutrition, and social-emotional well-being). Subgroups within student populations will also be analyzed as research demonstrates many of these practices have larger implications for youth deemed at risk due to low SES or involvement within special education.

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.

This three-pronged intervention addresses deficiencies in middle school-aged students and will impact areas leading to higher focus, improved information retention, better learning, etc. Research shows a strong relationship between academic achievement and health (Ickovics, Carroll-Scott, Peters, Schwartz, Gilstad-Hayden, and McCaslin, 2014). Staff that partake in these activities will also engage in healthier stress reduction activities which will reduce unplanned sick time. According to recent findings at the CDC, healthier behaviors leads to more productive work days. This also leads to improved academic performance as students perform better when under the supervision of a consistent educator compared to substitute teachers who are often not trained in specific disciplines.

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

Physical exercise and nutrition have a positive impact on sixth grade academic achievement (Edwards). Students engaging in short physical activity breaks throughout the day have improved standardized test scores in reading and math (Donnelly). Physical activity breaks in schools increases cognitive function and improving attentiveness during class time (Rasberry; Mahar). Efforts to improve youth health are important for student success; a commitment to staff mental and physical health can support students' improved academic successes and health (Michael). Supporting student health through physical activities during childhood a) is key to academic achievement and b) prevents other health problems in later life (Strong). Increased food and nutrition knowledge among sixth grade students increases the a) ability of students to identify the health benefits of nutrient rich foods and b) likelihood of students making healthier eating behavior decisions. If knowledge is gained at an early age, this could decrease the risk of youth developing chronic health and nutrition related diseases such as heart disease, hypertension, diabetes obesity and certain types of cancer. A review of school-based meditation programs in the context of social competence and well-being concluded that most participants improve (Waters). Outcomes of school based meditation include increases in on-task behavior, positive school self-concept, and attention. As for educators, food and nutrition education provided to sixth grade teachers increases their knowledge base in nutrition, reinforces the concept to not use food as a reward or punishment, thereby demonstrating the benefits of having a positive relationship with food. This will likely lead to current and future health savings among teachers because of increased personal health and well being behaviors. Furthermore, teachers who engage in physical activity during the school day have not been studied. However, adults who participate in short bouts of physical activity have improved cognitive function. Teacher support through MSEL may mimic research already found in adult populations. Mindfulness program research shows reduced anxiety and feeling of stress (Fjorback), improved "health-related quality of life" (Fjorback), increased self-compassion, empathy (Chiesa et al.), overall life satisfaction (Poulin), and significantly decreased emotional exhaustion (Poulin) and reduced inflammation biomarkers among highly stressed adults (Creswell). This synergistic model of physical activity, nutrition and mindfulness has been implemented as a pilot Fit4Success program at the Warren County Alternative School. Following approximately 10

weeks of the Fit4Success program the male students at the alternative school had lower body weight, BMI and percent body fat compared to before implementation. In addition, male and female students had a significantly lower blood pressure and resting heart rates compared to the beginning of the intervention. Both of these findings suggest the students are healthier compared to before Fit4Success. Furthermore, the students perceived themselves to be healthier following Fit4Success. Previous research (Barr-Anderson) has shown that students who are healthier and perceive themselves as healthier will have greater academic achievement compared to unhealthy students. Beyond the students perceptions of physical health, students perceptions of being able to participate in physical activity increased following Fit4Success. It could follow that by participating in the program students would be more willing to continue and perceive themselves as more able to participate in physical activity, which would lead to a longer lasting positive health and academic effect. Lastly, students had a greater perception of student competency following this program. This suggests this program increased students confidence in their school work, which could lead to greater academic achievement.

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).

Up to four teachers in each of the six participating districts will integrate all aspects of the 3 pronged program of Fit4 Success (F4S) into their daily routines throughout the duration of the six year grant cycle. Each district is expected to directly serve approximately 120 6th or 7th grade students each year active in the program. Incorporating the face-to-face and online lessons related to nutrition, exercise, and mindfulness social emotional learning will demonstrate reduced behavioral episodes in the classroom and greater focus and stay-on-task behaviors, thus improving overall social and academic achievement. Participating teachers will attend trainings and mentoring sessions; adherence to the fidelity standards of the program will be monitored for accountability throughout the project.

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

Previous performance and behavioral indicators will be used for comparison and baseline data for students enrolled in F4S. During the fall, winter, and spring, cohorts (staff and students) will assess health literacy perceptions, training needs, and behaviors. Focus groups will provide feedback for project improvement. Each project year, outcome data of participants and comparison non-participants will be collected, analyzed, and summarized including: (1) student academic achievement, (2) student disciplinary data, (3) student attendance data, and (4) teacher attendance. Longitudinal data will be collected as students will be surveyed for a one year follow up and those maintaining in the district may participate in record reviews to ascertain impacts on graduation rates, GPA, and retention. Other methods of data collection could include participation and consumption in lunch programming and online tracking to regulate how often teachers are using the online modules with their students.

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

As a result of the period data collection points throughout each cohort as well as the mentoring and reflective practice feedback tools, Miami faculty will maintain current connections and feedback loops with participants to ascertain effectiveness and assist in modifications throughout each tier and cohort. Regular meetings and advisory committees have been occurring over the past two years during the pilot phase. This will continue during planning, implementation, and follow up. Summer funding for re-vision has been set aside. The team has already done pilot testing allowing for communication and an understanding of how to alter programs based on school, student, teacher, and administration needs.

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.

Reduced use of substitute teachers due to unplanned absenteeism amongst teachers
Reduction in nurse visits
Reduced spending by districts for disruptive behavior incidents

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.

Educators and staff who are engaging in healthier behaviors related to nutrition, mindfulness social emotional learning, and physical activities will have better physical and emotional health and not need to utilize unplanned sick days as often as their counterparts in the comparison groups and will improve productivity. In addition, youth who have outlets and improved self-regulation techniques will exhibit less disruptive or aggressive behaviors compared to peers in comparison groups and in relation to their previous benchmarked data. The reduction in staff time to address these behaviors (intervention team meetings, disciplinary reviews, detention staffing, etc.) will lead to cost savings measures, and will also lead to less stress for staff ultimately impacting their overall health, attendance, and general well-being. Although not tracked in this study, it can be assumed the impacts of this project could also reduce health care premiums costs saving the state now and in the future.

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

The findings from Fit4Success pilot data from the Warren County Alternative Wellness Program included 42 teens (32 male/10 female). When comparing students pre and post testing after 9 weeks of intervention occurring during the spring 2015, there was a: significant decrease in body weight for males, significant decrease in body mass index for males, and a significant increase in physical self-efficacy among males. Among males and females there was a significant increase in: perception of school competence, perception of overall health, perception of abilities to be physically active, and physical self-efficacy. Finally, there was a significant decrease in resting systolic blood pressure and resting heart rate among males and females. Research on elementary and middle schoolers shows frequent short bouts of physical activity and exercise improves: cognitive functioning, on-task behaviors during class time, standardized test scores for reading and math, with children who are more physically fit have been shown to have larger brain volumes. Children who are more physically active and more physically fit have fewer risk factors for chronic disease development (i.e., hypertension and Type II Diabetes). Children's physical activity and physical fitness have been shown to track into adolescence and young adulthood. As for costs, a lower risk

for the development of various chronic diseases has been shown to lead to lower healthcare costs. Among adults, frequent short bouts physical activity and exercise have not been studied. Potentially, this is one of the unique aspects of the proposed study. However, in general, acute bouts of moderate exercise have been shown to improve cognitive function in adults. Adults with higher levels of aerobic and muscular fitness have been shown to exhibit increased levels of cognitive function. Research (Wert, n.d) also demonstrates more than one third of all teachers take at least 10 sick days per year. At Springboro Jr. High, 286.83 sick days were used in the 14-15 school year, and over 300 have been used to date this year averaging, more than 12 per educator. Not only do these absences have significant impacts on student achievement, but the costs to the districts for substitute coverage can also be impactful. There are economic costs to employers and workers due to injuries and ill health in the form of insurance, training, and turnover (cost to employers;), medical and physical costs, current and future earnings (cost to workers) (Takala, Hamalainen, Saarela, Yun, Manickam, Jin, Heng, Tjong, Khen, Lim, and Lin, 2012). School nurses in elementary buildings average between 40-60 visits per day, leaving little time for other duties including attending to high risk youth in need of specialized support (Farrell, 2008). Classrooms engaged in Fit4Success are expected to reduce the amount of nursing visits within their building. Developmentally, middle school children often experience anxiety which can manifest in other physical symptoms leading to increased nurses visits (Hoffman, 2007). Students who engage in Fit4Success will learn additional coping strategies for managing stress and will not need to utilize the school nurse as often as their peers in comparison groups. Federal education data indicates the US is spending over \$257,000,000 per year in addressing school suspensions. As each district navigates these issues with separate policies, there are common costs associated with administrative time, meetings with parents, helping students learn missed material, filling out forms, tracking and report data, etc. Participation in the Fit4Success program will allow students healthy outlets for their frustrations thus leading to less outbursts that warrant suspension.

42000 iv. Please enter the Net Cost Savings from your FIT.

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

Three primary areas will be addressed to impact costs. Savings will occur in reduction of purchased services for substitute teacher costs related to lower stress and healthier lifestyles. Cost relocation will occur with the reduction of time for school nurses spent on somatic complaints from anxiety and worry as well as from administrative time allocated for managing and addressing disruptive behaviors.

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

As a result of the period data collection points throughout each cohort as well as the mentoring and reflective practice feedback tools, Miami faculty will maintain current connections and feedback loops with participants to ascertain effectiveness and assist in modifications throughout each tier and cohort. Regular meetings and advisory committees have been occurring over the past two years during the pilot phase. This will continue during planning, implementation, and follow up.

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

i. List the desired outcomes.

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

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

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

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

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

Note: this is the preferred indicator for this goal.

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

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

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

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

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

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.

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

[Enter Budget](#)

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

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

[Upload Documents](#)

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

996,716.00 12. What is the amount of this grant request?

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

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

WCESC will contract with Miami University for instruction services for six years in order to integrate all three component for the Fit4Success (F4S) program across the six partner districts. This includes instruction, staff mentoring, program administration, technical support, and creation and maintenance of online modules (\$413,000) across the various tiers for all three cohorts included in the grant cycle. During this time the Discovery Evaluation Center will create and implement a comprehensive evaluation plan (\$98,000) and a grant coordinator will coordinate schedules, support training needs, and support data tracking (\$298,716). Districts' administration have allocated professional development time for staff to attend workshops. In events where substitute teacher costs are needed, funds (\$10,000) have been allocated to cover these costs across the six years. Funds from this line item not expended on substitutes will be used for teacher incentives for participation and data collection. Supplies (\$147,000) have been budgeted to support the physical and nutritional educational modules and mindfulness social emotional learning (pedometers, accelerometers, resistance bands, and food consumables, MSEL reminder items). The remaining funds (\$30,000) have been allocated to support the professional development roles the WCESC will provide to the participants throughout the grant cycle. Fiscal Administrative fees have been waived for this grant and Miami University is providing all of the mileage for project administration in-kind.

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

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

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

The Warren County ESC will contract with different entities at Miami University to ensure programmatic training, implementation, and long term technical support is available for the duration of the six year grant cycle and sustainability phase. Miami faculty and staff will be available for all six years for professional development training, consultation, and technical support as part of this contractual agreement. Participating districts will have access to the program curriculum, staff training videos, and student social emotional, nutritional, and exercise videos for indefinite usage. The ESC's professional development department will also enter into an agreement to ensure administrative support is available for trainings throughout the six years. Districts have committed to allowing participating staff time at designated professional days to attend training related to this project to minimize or eliminate substitute teaching needs. All materials will be accessible online so printing costs are negated. Materials to sustain the aeroponic gardens are built into the grant with resources supported through local community groups as needed. Upon completion of the evaluation during this grant period, Miami University faculty and staff will create a train the trainer curriculum that can be transferred to other entities across the nation looking to recreate this program.

50.0 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.

Although costs savings will occur as a result of reduced substitute teacher use, there are no projected ongoing fees required to implement this grant through the grant period or five year sustainability cycle.

50.0 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.

Although costs reallocation will occur as a result of reduced administrative time on discipline or sick visits, there are no projected ongoing fees required to implement this grant through the grant period or five year sustainability cycle.

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 Summer and Fall 2016

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

Curriculum Development (ongoing) which will include the creation of online video modules for classroom youth with students for each of the

three components; Develop a diversity and differentiation plan (ongoing) to ensure unique needs of students and staff are incorporated; Create and finalize assessments for students and staff, Submit IRB (Internal Review Board) research protocols for both research and implementation activities including education and consent information for parents and students; Develop teacher and student trainings; Identifying Building Participants Initiate meetings with key participants; Develop schedule with identified teachers; Initiating development of Fit4Success website, Initiate procedures for copyright and trademark options. Ongoing planning will occur at the summer of each subsequent year to review and revisit data from year one to revise exposure experience for future cohorts as well as to ensure activities are properly organized for implementation and sustainability. During years two and three, begin planning discussions around gamification strategies to maximize student and staff engagement.

22. Implementation(grant funded start-up activities)

a. Date RangeFall 2016-Spring 2022 (incremental based on cohort)

b. Scope of activities - include all specific completion benchmarks

Schools will be divided into three cohorts of two schools each. Cohort rotation starts with Year 1: exposure, Year 2: intervention, years 3 and on-sustainability phase. During the first tier, staff will gain exposure to the different practices and principles as MU staff and students lead the lessons on their behalf. District staff will receive professional development, mentoring, and reflective practice assignments to ensure fidelity and buy-in. The second tier of intervention allows the staff to integrate these practices into their routines independent of MU faculty and students while will receiving scaffolding and supports. The final phase of sustainability will be minimal meetings and check in's to ensure staff are continuing to implement. Data collection, advisory and participant meetings, and evaluation will be in effect for the entire six year period of the grant. During the 2016-17 school year, the first cohort will enter the first tier and data will be collected from the others for comparison. During 2017-18, the first cohort will transition to the intervention tier and a new cohort will start in tier 1. During the 2018-19 year, the first cohort will transition to sustainability, while the other two move to the next level, by the 2021-22 school year, all participating districts will be in the sustainability phase. Each summer, participating teachers will attend a mini-conference to highlight successes of the program and provide feedback and suggestions to others involved. Prior to each new school year, Miami University students will be trained in the models to support districts' needs. Each spring, new students will be recruited for the following year. Students in each districts will also get to be involved as classrooms will be encouraged to create their own exercise videos to share with others.

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

a. Date RangeSummer 17-22

b. Scope of activities - include all specific completion benchmarks

Longitudinal data will be collected throughout the 6 years to determine the long term effects on the program. In conjunction with the Warren County Community Health Improvement plan, these objectives all also address impacts on: healthy weights, increased physical activity, alcohol, tobacco and other drugs, binge drinking, adolescent and marijuana use, increase awareness of behavioral health issues, increased awareness of health and behavioral health services. Data will be collected through districts surveys and self-reporting mechanisms such as the Pride Survey. During the last two years of the project (2021-22), Miami University will develop a train the trainer curriculum which can be purchased by other entities to ensure sustainability for Fit4Success. Miami faculty also plan to present findings at various academic conferences within Ohio to promote the program and related findings. During the six year project, teachers will be invited to attend various workshops meetings, and online discussions to promote school, district, and county connectivity and long term commitment to the program.

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:

Fit4Success will not attempt to change the instructional content of the school hours, instead the program will emphasize physical activity, nutrition and mindfulness social emotional learning as practices to improve health, academic performance and social interactions with peers. Organizationally, these activities will supplement students' current health and physical education curriculum but be incorporated into the normal "core" curriculum. This will allow students to practice these healthy physical, mental and social emotional practices outside of designated times and normalize the practices to everyday living. By providing greater opportunities to develop and sustain these healthy habits, the lasting value of this program will be demonstrated in aspects of student achievement, reduce disciplinary actions, and overall well-being. One faculty member associated with the Warren County pilot project remarked, "students and staff simply look healthier. They have lost weight, they are energized, they are engaged in the activities, and they are attending more regularly." It is expected these same observations will occur in the six collaborating districts.

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 evaluation of the Fit4Success Project will be conducted by the Discovery Center for Evaluation, Research, and Professional Learning. All

evaluation activities will be overseen by Sarah B. Woodruff, PhD (Center Director) and led by Chris Cox (Senior Research Associate and Project Team Leader). Evaluation contact information: Chris Cox, Senior Research Associate and Project Team Leader; Discovery Center for Evaluation, Research, and Professional Learning; McGuffey Hall Room 408; Miami University; Oxford, Ohio 45056; 513-529-5433; chris.cox@MiamiOH.edu

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.

The evaluation of the Fit4Success Project will provide timely formative feedback to project directors while measuring summative progress toward project goals, which include: (1) improved student academic achievement, (2) improved student attendance, (3) decreased student disciplinary infractions, (4) improved staff attendance, and (5) increased awareness of 21st century health literacy practices (exercise, nutrition, and social-emotional well-being). The mixed method design of the evaluation collects and analyzes multiple and repeated sets of data that monitor implementation and outcomes for three cohorts of students, teachers, buildings, and districts. Data will be collected from participants (treatment group) and, when able, also from a well-matched non-participants (comparison group) to increase research rigor using a quasi-experimental design. The comparison group will be similar to the treatment group with respect to pre-implementation characteristics. The evaluation will be guided by the overarching question, "What is the nature and extent of change in student and teacher outcomes and perceptions when they engage in the Fit4Success Project's school embedded healthy practices focused on exercise, nutrition, and social-emotional well-being?" Quantitative data analyses will include appropriate descriptive and inferential statistics including repeated measures ANOVA. Qualitative data will be thematically analyzed and triangulated with survey data to provide a more rigorous assessment. When appropriate, analyses will attend to student subgroups that existing research indicates greatest implications from project activities (i.e., at-risk, low SES, and students with disabilities). Beginning Fall 2016, participating teachers will be surveyed about (1) their orientation towards health literacy practices (exercise, nutrition, and social-emotional well-being), (2) the professional development related to health literacy practices, and (3) implementation of these practices as they become embedded into the school curriculum. The teacher survey will be repeated in Winter and Spring 2017 and will be repeated in subsequent years providing corrective feedback to project leadership. Teacher responses will be linked across administrations to monitor pockets of successes and challenges. Participating students will engage in a similar survey in Fall, Winter, and Spring during the year of their participation. The questionnaire will focus on (1) their orientation towards health literacy practices (exercise, nutrition, and social-emotional well-being) and (2) the implementation of these practices as they become embedded into the school curriculum. A follow-up survey will be conducted in the year after students' participation to determine the extent of residual outcomes from participation in the Fit4Success Project. During each cohort stage, focus group interviews of a sample of participating teachers each Spring will provide in-depth formative feedback about the successes and challenges of implementation and ways for project improvement. Each project year, relevant outcome data of participants and comparison non-participants will be collected, analyzed, and summarized including: (1) student academic achievement, (2) student disciplinary data, (3) student attendance data, and (4) teacher attendance. Formative reporting via evaluation memos will coincide with analyses of received data to assist with planning project activities and project corrective modifications as warranted. Annual reports will note accomplishments and challenges within each and across project years. Findings related to project implementation and outcomes, lessons learned, and evaluation methodologies will be disseminated through venues such as (1) local and other ESC coordinated meetings, (2) state sponsored Straight A Fund meetings, (3) state/national preK-12 education, nutrition, and/or exercise association conferences, and (4) state/national evaluation association conferences.

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.

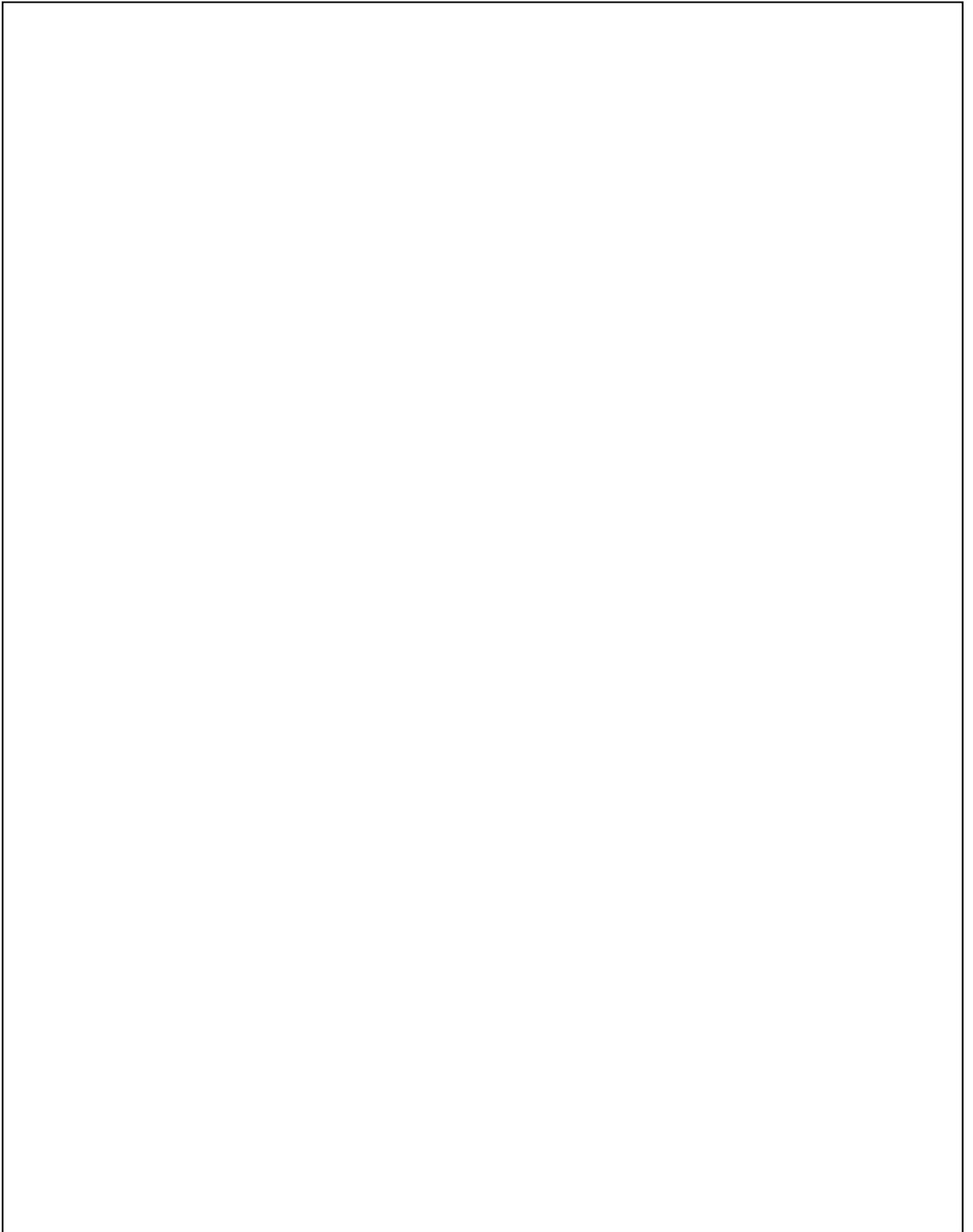
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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.

As stated above, this project is designed to be replicated by any other private, public, home, or charter school experience. Miami faculty will be engaged in both project evaluation and research so it is expected that publications of findings and presentations at the local and national levels will occur as a result of this endeavor. In addition to academic conferences, Miami faculty will partner with district personnel and present at various Ohio educator conferences in breakout sessions in order to spark interest by highlighting the program's effectiveness and ease in administration. Upon completion the grant cycle, those involved with the program will have established evidence-based implementation strategies that will be written into an online and hard copy workbook, audio instructions, with research data available on the program website.

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).

Sharon L. Custer/ Phillip Hinson



Consortium

Warren County ESC (050401) - Warren County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Mike	Sander	937-746-1699	msander@franklincityschools.com	Franklin City	044008	150 E 6th St, Franklin, OH, 45005-2559	
Pat	Dubbs	513.897.6971	pdubbs@wayne-local.com	Wayne Local	050468	659 Dayton Rd, Waynesville, OH, 45068-9588	
Andrea	Cooke	937.748.3960	acook@springboro.org	Springboro Community City	050427	1685 S Main St, Springboro, OH, 45066-1524	
Larry	Hook	937-746-0710	Larry.Hook@CarlisleIndians.org	Carlisle Local	050419	724 Fairview Dr, Carlisle, OH, 45005-3148	
Matt	Freeman	513-398-8050	mfreeman@kingslocal.net	Kings Local	050435	1797 King Ave, Kings Mills, OH, 45034	
Sam	Ison	513-423-0781	sison@middletowncityschools.com	Middletown City	044404	1 Donham Plz 4th Fl, Middletown, OH, 45042-1932	

Partnerships

Warren County ESC (050401) - Warren County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Sharon	Custer	513-529-3425	custersl@miamioh.edu	Miami University, College of Educational Health and Society		210 E Spring Street, McGuffey, Oxford, OH, 45056	
Christopher	Cox	513-529-5433	chris.cox@MiamiOH.edu	Discovery Center for Evaluation, Research, and Professional Learning		Miami University, McGuffey Hall Room 408, Oxford, OH, 45056	

Implementation Team

Warren County ESC (050401) - Warren County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Randal	Claytor	Associate Professor, Department of Kinesiology and Health Miami University,	Responsibilities for this project include development and supervision of undergraduate, graduate student and public school teacher and staff training and implementation of physical activity breaks throughout the school day, as well as other related Wellness Programming and quality-assurance monitoring, project data collection and organization and program administrative tasks.	Associate Professor, Department of Kinesiology and Health Miami University, Adjunct Professor, Division of Pediatric Cardiology, Cincinnati Children's Hospital Medical Center (CCHMC) and Senior Program Adviser for the President's Council on Physical Fitness, Sports and Nutrition (U.S. Department of Health and Human Services, Washington, DC). Qualifications include: PhD in Exercise Science, development and administration of various national physical activity and physical fitness programs for the President's Council on Physical Fitness, Sports and Nutrition, design and oversight of the after-school physical activity program for the CCHMC pediatric, clinical weight management Program (i.e.,	Design and oversight of an interdisciplinary, in-school Wellness Program - the Warren Co. Alternative School Wellness Program (i.e., Fit-4-Success). Co-PI and Co-Investigator on several large, funded research grants involving children and adolescent patterns of obesity and physical activity. This research has been published in peer-reviewed journals and presented at various international, national, regional and state professional conferences.	PhD in Exercise Science	25	

				HealthWorks!) and several after-school Physical Activity/Wellness Programs for the Princeton City School District.				
Suzanne	Klatt	Clinical Faculty, Director, Miami University Mindfulness and Contemplative Inquiry Center	Responsibilities include developing the social emotional learning / mindfulness components for youth and educators; training and managing students and support staff; supervising project coordinator	Certified to teach various social emotional learning programs including Mindfulness Based Stress Reduction, Mindful Schools, Mindfulness in Schools, Dialectical Cognitive Behavior Therapy (DBT).	Doctoral research related to the lives of educators. Researched educators about teaching experiences, provided Mindful Schools curriculum to youth in multiple after school programs, provided mindfulness interventions in Warren County Alternative School, led psychoeducational groups about substance use and abuse at various high schools and alternative schools through a student assistance program, led multiple Mindfulness Based Stress Reduction Programs (MBSR) with adults and educators. Developed related curriculum through a program called Mindful Leadership for Women Administrators, the pilot programming for the Fit4Success program, a brief stress reduction program for university faculty and staff. Conducted research and provide multiple presentations about mindfulness and social emotional learning.	Undergraduate Business, Master of Social Work, PhD in Educational Leadership, Licensed Clinical Social Worker Supervisor in State of Ohio.	30	
Justin	Guilkey	Visiting Assistant Professor, Department of Kinesiology and Healthy	Responsibilities for this project include development and supervision of	PhD in Human Bioenergetics. Doctoral and master's level research was focused on	Justin is involved with the implementation of short physical activity breaks in the Fit4Success	PhD in Human Bioenergetics	20	

		Miami University.	undergraduate, graduate student and public school teacher and staff training and implementation of physical activity breaks throughout the school day, as well as other related Wellness Programming and quality-assurance monitoring, project data collection and organization and program administrative tasks. An estimated 8-10 hours of work will be dedicated to this project.	pediatric exercise responses. These included studies of exercise responses in children of all ages, including middle school aged children. This research has been published in peer-reviewed journals and have been presented at various professional conferences including the North American Society of Pediatric Exercise Medicine.	program at the Warren County Alternative School			
Nancy	Parkinson	Clinical Nutrition Faculty, Department of Kinesiology and Health Miami University	Responsibilities include developing food and nutrition education lessons for students; training and assisting educators in implementation of food and nutrition education lessons; training and managing students and support staff; supervise and collaborate with project coordinator to implement all food and nutrition education. The eight one-hour sessions per year/per school training will include the planning, purchasing, preparation, implementation and review of all aspects of the	Qualifications include: M.S. in Nutrition and Registered Dietitian Nutritionist, Certified Dietitian, Licensed Dietitian in the State of Ohio.	Ten years as Clinical Nutrition Faculty at Miami University with experience in curriculum development, community and clinical experience. Diverse range of community education nutrition program planning and implementation with Heat Start, Oxford Community Choice Pantry, Talawanda Schools, Knolls of Oxford Assisted Living Facility, Oxford Family Resource Center and Fresenius Talawanda Dialysis Center	M.S. in Nutrition and Registered Dietitian Nutritionist, Certified Dietitian, Licensed Dietitian in the State of Ohio	20	

			food and nutrition education program					
Christopher	Cox	Senior Research Associate and Project Team Leader at the Discovery Center for Evaluation, Research, and Professional Learning at Miami University	Will lead the external evaluation of the Fit4Success Project	He specializes in research design, mixed research methodology, and qualitative data collection and analysis using NVivo. He has a B.S. in mathematics education from Western Michigan University, an M.S.Ed in educational administration and supervision from Southern Illinois University-Edwardsville, and is a PhD. Candidate (ABD) in educational leadership at Miami University.	He brings research and evaluation expertise developed while collaborating on recent research/evaluation projects including external evaluation of OBOR ITQ funded professional development projects, external evaluation of a past OMSP funded project focused on lesson study, evaluation of the ODE Teach Ohio Program, the OMSP Cross-Project Evaluation, and evaluation of the Ohio Resident Educator Program.	B.S. in mathematics ,Western Michigan University, an M.S.Ed, Southern Illinois University, PhD. Candidate (ABD)/Miami	10	
Matt	Moyer	Graduate Assistant in the Engaging Technology Lab	Responsibilities will include design, co-production and facilitation of online training materials and learning management site as a point of resource for the program.	Masters degree in Technology in Education, including research on teachers' perceptions of technology use; participation and facilitation of numerous educational technology professional development experiences, including design of learning management systems and digital video production.	Experience: 16 years as middle childhood classroom level teacher, presenter at school- and district-level professional development experiences as well as at collegiate level; member of International Society for Technology in Education. Additional district partners include:	PhD Candidate, Masters degree in Technology in Education,	5	