

Budget

Akron City (043489) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (570)

U.S.A.S. Fund #:

[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 | | 511,949.00 | 89,376.00 | 0.00 | 2,423,942.00 | 239,250.00 | 0.00 | 3,264,517.00 |
| Support Services | | 224,028.00 | 39,060.00 | 0.00 | 0.00 | 0.00 | 0.00 | 263,088.00 |
| Governance/Admin | | 4,667.25 | 813.75 | 9,599.00 | 0.00 | 0.00 | 0.00 | 15,080.00 |
| Prof Development | | 45,637.75 | 7,957.25 | 38,000.00 | 0.00 | 0.00 | 0.00 | 91,595.00 |
| 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 |
| Total | | 786,282.00 | 137,207.00 | 47,599.00 | 2,423,942.00 | 239,250.00 | 0.00 | 3,634,280.00 |
| Adjusted Allocation | | | | | | | | 0.00 |
| Remaining | | | | | | | | -3,634,280.00 |

Application

Akron City (043489) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (570)

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Bridge to Early Reading Success

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The goal of Bridge to Early Reading Success is to increase student achievement by providing intervention to kindergarten through third grade students who are not "grade-ready" and enrichment for those who are. Innovative programming offered through an extended day, extended year intervention and enrichment will include evidence and research based curriculum and technology. .

7394 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Mary Outley-Kelly
Organizational name of lead applicant: Akron Public Schools
Unique Identifier (IRN/Fed Tax ID): 043489
Address of lead applicant: 65 Steiner Ave
Phone Number of lead applicant: 330-761-3076
Email Address of lead applicant: moutley@akron.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: NA
Organizational name of secondary applicant: NA
Unique Identifier (IRN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Yu-Ling Yeh Organizational name of secondary applicant: Head Start Unique identifier (IRN - 075887) Address of secondary applicant: 400 West Market Street, Suite 10, PO Box 2000, Akron, OH 44309-2000
Phone number of secondary applicant: 330-376-7730 Email address of secondary applicant: yyeh@aksumcom.org Michele Campbell Organizational name: LeBron James Family Foundation Unique identifier: Address of secondary applicant: 3800 Embassy Parkway, Suite 360, Akron, OH, 44333 Phone number: (216) 771-2323 Email address: mcampbell@lrmrmarketing.com John Valle Organizational name: City of Akron Unique identifier (IRN/Fed Tax ID): 079111 Address additional secondary applicant: 166 South High Street Akron, OH 44308 Phone number of secondary applicant: 330-375-2324 Email address of secondary applicant: JValle@AkronOhio.gov David Jennings Organizational name: Summit County Main Library Unique identifier (IRN/Fed Tax ID): Address of each additional secondary applicant: 60 S. High Street Akron, OH 44326 Phone number of each additional secondary applicant - 330-643-9100 Email address of each additional secondary applicant: djennings@akronlibrary.org Danny Comer and Hill Quint Organizational name: Library Sales, Inc. dba Sebco Books Unique identifier (IRN/Fed Tax ID): # Address of each additional secondary applicant: Sebco Books, 2001 SW 31st Avenue Pembroke Park, FL 33009 Phone number of each additional secondary applicant - 800-223-3251 954-987-2200 (fax) Email address of additional secondary applicant Danny@SebcoBooks.com, Hill@SebcoBooks.com

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Christy Becknell-Brown, District Literacy Intervention Data Specialist, School Improvement, Responsible for K-12 intervention programming, for K-12 intervention training and support and Co-authored and provided oversight of the district's 3GG Grant. Desiree Bolden, Manager Extended Learning, School Improvement Oversees the programming and budget for the Akron Public Schools Extended Day Programming, Akron After School Program was listed under the USDOE Best Practice National/ State Model for Extended Learning, 2012-2013 school year serviced 5,000 students which was almost 50% of our elementary population. Over 40 community organizations and companies are long time partners to the Akron After School program. Responsible for writing grants that have sustained the Akron After School program for 13 years (Each 21st Century Community Learning Centers grant has earned an average award of \$2 million) Toan Dang-Nguyen, Ph.D., Learning Specialist, Teaching and Learning District literacy lead, Responsible for developing and training intervention curriculum implemented during the Akron After School Program. Oversees district's literacy budget Jacqueline Hoynes, Ph.D., Director, School Improvement, Oversees school improvement initiatives for the Akron Public Schools and its Title I budget of \$15 million, Co-authored and provided oversight of the district's 3GG Grant Aimee Kirsch, Coordinator, School Improvement, District Assessment Specialist, Oversees the training and implementation of MAP (Measures of Academic Progress), DA (District Assessment Program) and CAP (Collaborative Assessment Project) assessments Karen Liddell-Anderson, Director, Special Education, Responsible for the district's special education programming and budget Special Education Part B IDEA, Early Childhood Special Education IDEA, Early Childhood Education - Public Preschool Mary Outley-Kelly, Executive Director, Elementary Education, Responsible for facilitation of programming at the Elementary level and its budget, Oversees Elementary Summer School Programming and budget Paula Schafer, FL-ESL Learning Specialist, oversees the title 3 LEP and Immigrant grants in addition to refugee school impact sub grant. Partners: Headstart- This Program provides high-quality early childhood education in age-appropriate, nurturing and secure center-based infant/toddler and pre-school learning environments. dler development and developing healthy family functioning. The entire scope of Head Start/Early Head Start services is responsive and appropriate to each child's and family's developmental, ethnic, cultural, and linguistic heritage. The LeBron James Family Foundation-Wheels for Education (WFE)-Each year, LeBron and his Foundation select a group of third grade students to be a part of WFE. All WFE students begin each year with a two-week technology camp offered by Akron After School (AAS) in partnership with the Foundation. Throughout the school year, the WFE students receive support, encouragement and incentives; these interventions will continue throughout their journeys to graduation. The City of Akron- Residents of Akron recognizes the importance of quality education and generously provide for public school construction, renovations and operations. The Akron-Summit County Public Library provides resources for learning and leisure, information services, meeting spaces, and programs for all ages that support, improve, and enrich individual, family, and community life. Sebco Books-eSebco- uses the power of technology to give schools an advantage in getting young learners interested in reading.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
Spending reductions in the five-year fiscal forecast
Utilization of a greater share of resources in the classroom

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

- New - never before implemented
Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
Mixed Concept - incorporates new and existing elements
Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Problem: Students are entering APS lacking rdg. readiness skills. This deficit remains through 3rd grade as our current assessments show 30% of K, 41% of 1st, 30% of 2nd & 33% of 3rd graders are not on-track. The SWD & LEP subgroups are most impacted & most unlikely to overcome this deficit without immediate/intensive intervention. Our LEP population has burgeoned from 586 in 2011 to over 1,200 currently. The KRA-L identifies early rdg. skills needed for becoming successful readers & predicts 3rd rdg. success. Summit Co. data shows that 90% of students who start "ready to learn" (based on KRA-L) will meet or exceed 3rd grade rdg. standards. In Summit Co., 93% who began "ready" with a KRA-L score of 19+ scored Proficient or higher with 77% of them scoring Adv. or Accel. on the 3rd grade OAA. Akron Public Schools (APS) KRA-L data indicates an alarming downward trend with average KRA-L score decreasing from 20.13 in 08-09 to 17.88 this year. 13-14 KRA-L scores show 540 kindergartners are "not on track" qualifying for Rdg. Improvement & Monitoring Plans. Despite small group intervention, 90 minute ELA, PD, instructional coaching, PLCs & university partnerships we have seen minimal growth. We've increased the required ELA minutes to 130min daily. With limits to an instructional day we can't support more time for ELA. Solution: We will significantly impact achievement by extending the school day/year & provide additional time to access a research based, specially designed curriculum that addresses the unique learning needs of our SWD & LEP subgroups as well as ALL struggling learners. We will significantly impact achievement by increasing deliberate & intentional instructional time devoted beyond the traditional school day/year to address the deficits for each student. Bridge#1: Provide students with an extended day literacy & enrichment program - Akron After School (AAS). Although AAS has existed for 13 years, we believe the new bold innovation lies in the following: Expand program to include students identified as having high academic potential, as measured by Measures of Academic Progress (MAP); Implement a scientifically based rdg. (Voyager Passport) intervention preparing students to achieve at or above grade level; Intervene & enrich using engaging & motivational tech. that is available to students 24/7 (Ticket to Read- TtR); Use tech. (Rosetta Stone) with LEP to accelerate their English proficiency. AAS boasts excellent attendance due to compelling opportunities offering two 8-week sessions, 2.5hr, 4 days a week, with 1hr. in intervention & 1hr. devoted to high-interest student-selected activities encompassing arts, health/wellness, sports/recreation. A change in the 1st hr. of AAS will offer literacy intervention or enrichment based on individual assessment. Offering enrichment to students with high academic potential is new to AAS. Problem Based/Service Learning & Business/Community Mentorships will further accelerate these learners. The 2nd hr. will now embed intentional literacy skill building into high interest activities. Voyager Passport will be the intervention curriculum with Ticket to Read (TtR) rdg. program. TtR was used in 4 schools last year. A KSU evaluation showed those regularly attending AAS in a TtR school had significantly higher growth than students in non-TtR buildings. Bridge #2: Extended year offering Jump Start Summer program to incoming K-3 students. They begin a June-Aug. session & receive an intervening/enriching literacy experience. Time Warp offers explicit & systematic instruction intertwined with tech. This research based curriculum shows growth in urban districts; it yielded excellent results in our 2013 summer school (3GG Grant). Our 2013 summer model was 2-weeks with 4.5 instructional hr. a day. In this brief time, 1st graders showed 4 weeks of fluency growth, 2nd had 5, & 3rd had 20. We know students will show greater sustained success with intervention enabling them to be "ready" for school.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Akron's School Improvement Goal is to cut the achievement gap for all students & subgroups in half by June 2014 by using the Ohio 5-Step Process with fidelity & meeting the needs of all students in the universal tier. Our proposal complements the 5-Step Process by differentiating instruction (intervention & enrichment) for ALL. Beginning with data from formative assessments (step 1), we will offer interventions to those who need support & enrichment to those who have shown mastery (steps 3 & 4). They will be given the additional support in the Jump Start & Akron After School Programs. Akron After School (AAS): Targeted students will have an extended school day engaging in literacy based activities for their first hr. with embedded literacy building skills within enrichment activities. This collaborative initiative with APS, the City of Akron, the LeBron James Family Foundation (LJFF), & numerous community organizations create a range of increasingly integrated education approaches at multiple levels. Increased investments in after school by the school district has resulted in a substantial evidence base about the academic, social, health, & other benefits of after school & have created a strong case that they are important pathways to support student success. (KSU 2011). APS recognizes that after school programs impact academic success in a number of ways. Participation results in less disciplinary action; lower dropout rates; better academic performance, better grades & test scores; on-time promotion; improved homework completion & work habits (Little, Wimer, & Weiss, 2008). Jump Start Summer Program: Working in collaboration with Head Start & the APS Early Learning Program (ELP) which serves disabled and nondisabled children. We will identify incoming kindergartners from those who enroll for Fall 2014 (by 6/30/14). K-3 students who were served on a R.I.M.P. for the 13-14 school year will be included in the Jump Start Summer program and assessed to determine their current level. Students will participate in the Voyager Time Warp Curriculum with the addition of Ticket to Read. Last year's results make us confident that the increase from a 2 to a 7 week program will allow students to demonstrate greater growth. This is especially important to our retained 3rd students who will have the opportunity to take the alternative assessment at the conclusion of the Jump Start Program & be promoted to 4th grade upon demonstrating proficiency. Together APS & partners are striving to ensure ALL children receive an enhanced educational experience. They recognize that the education & enrichment of our children is the driving force within our community & that our present & future citizens must be equipped to become visionaries of change & contribute to positive community revitalization. Bridge to Early Reading Success helps to address the societal disparities that contribute to low academics through access to diverse enrichment experiences not generally available to our struggling neighborhoods Partner Support: Bridges to Early Reading Success has 5 community partners providing technological, human resources, facilities and in kind services/support. Head Start will provide in kind staff & sites for the Jump Start Summer program. We will provide training to their staff to better meet the needs of our incoming kindergarten students around project based learning & the Voyager assessments, curriculum & TtR online piece. Summit County Library will support both "bridges" in our initiative. Library staff will receive training that allows them to provide year round on-site support in the use of grant-purchased Chromebooks to access and use the online Ticket to Read Program & eSebo on-line libraries. The LJF Foundation will host a Tech Camp providing students increased access to technology & an extension of the Time Warp curriculum used in the Summer Program. This camp experience will increase the 5.5 hr. a day summer program by 3 more hours.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

not applicable

14. What is the total cost for implementing the innovative project?

4,883,800.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Jump Start Program Salaries, Benefits and Professional Development (Teachers, Coaches, Organizational Assistants, Principals, Coordinator) Total Costs: \$1,325,873 Straight A: \$63,851 General Fund: \$335,263 Title I: \$926,759 Currently, General Fund pays for a two week summer school program which includes the salaries and benefits for staff and all professional development. That cost will recur and Title I will pay the balance of the remaining cost. Coaching Days (Purchase Service Contract) Total Costs: 4 days at \$2,000 = \$8,000 Straight A: \$8,000 Professional coaches are needed to coach our staff to ensure fidelity of the program. Voyager Time Warp Plus Materials Total Costs: \$300,577 Straight A: \$300,577 Time Warp Plus is a SBRR program which will provide proven instructional strategies to develop the reading skills of our early learners. Chromebook Carts Total Costs: 90 Carts at \$1,450 = \$130,500 Straight A: \$130,500 We need the carts to charge the chromebooks. Chromebooks Total Costs: 2,730 at \$460 = \$1,255,800 Straight A: \$1,255,800 This technology will support the on-line component of Time Warp Plus. Thirty of these computers will be housed at the ten libraries within our school district. Kent State Program Evaluation Total Costs: \$9,599 General Fund: \$9,599 KSU will provide an evaluation of the Jump Start Program to provide data to make adjustments for the continuation of the program. Akron After School Program Salaries, Benefits, Professional Development (Teachers, Coordinators) Total Costs: \$859,636 Straight A: \$859,636 New curriculum will provide professional development to ensure the effectiveness of the program on impacting student achievement. Trainers (Purchase Service Contract) 7 Trainers at \$2,500 = \$17,500 Straight A: \$17,500 Professional trainers are needed to train our staff to ensure fidelity of the program. Problem Based Learning Materials 75 Sets at \$2,000 each = \$150,000 Straight A: \$150,000 The financial literacy PBL was designed to be used with start-up costs as the initial loan for the project. Student fiscal responsibility will result as part of this PBL experience. Voyager Passport Teacher Kits 295 at \$399 each = \$117,705 Straight A: \$117,705 The teacher kits are an essential part of this reading program. Voyager Passport Student Materials 4,300 at \$49 each = \$210,700 Straight A: \$210,700 The student materials are consumable and essential for supporting the student learning. Rosetta Stone Subscriptions 100 at \$69 each = \$6,900 Straight A: \$6,900 This subscription is needed to improve the reading skills of our ELL. Chromebook Carts 75 at \$1,450 each = \$108,750 Straight A: \$108,750 We need the carts to charge the chromebooks. Chromebooks 831 at \$460 = \$382,260 Straight A: \$382,260 This technology will support the on-line Ticket to Read component of the Passport program. Total Budget: \$4,883,800

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

2,141,460.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Jump Start Line Item: 149 Teachers 15 Coaches 30 Assistants 15 Principals 1 Coordinator (\$42,019 Salaries and Benefits & 21,832 Professional Development) 0 General Fund Recurring Costs (GFRC), \$926,759 New and Recurring Costs (NRC). Rationale: The grant would pay for one day of salaries and benefits of the summer school program in addition to the necessary professional development. Title I will pay the balance of the remaining cost and the recurring costs associated with the Summer School program. 4 days coaching for Voyager Curriculum (\$8,000) 0 GFRC NRC 0. We need coaches from Voyager for the first year. We want to ensure staff is implementing the program with fidelity to experience results are outlined in the research. Subsequent years, Akron Public Schools (APS) coaches will have expertise. Voyager Time Warp Plus (TWP) Materials - 149 Teacher Kits: 2,694 Student Kits; Classroom library 149; Ticket to Read (TtR) Online component 2,694 (\$300,577, Teacher Kit \$499 (Kg); Teacher Kit \$399 (1-3); Student Reading Packet \$99 (Kg); Student Reading Packet \$49 (1-3) Classroom Supply Kit \$150; Assessment Pack \$30 per 16 students (K-3); Classroom Supply Kit \$598 (1-3)) GFRC 0 NRC \$246,782. Recurring costs will be paid out of Title I funds. TWP is being extended to yield greater growth for students. 90 @ \$1,450 Chromebook Carts (\$130,500) GFRC 0 NRC 0. Carts needed to charge the chromebooks to be ready for student learning. 2700 @ \$460 Chromebooks (\$1,242,000) GFRC 0 NRC 0. This new technology will support the on-line curriculum piece accompanying TWP. 30 Chromebooks for Akron Summit County Public Library (ASCLP) (\$13,800) GFRC 0 NRC 0. ASCLP is partnering with APS on TtR component of TWP. Students will be able to access this on-line learning. This will benefit students who don't have a computer at home. This TtR program will also be available for students visiting the library. Kent State (KSU) Program Evaluation (\$9,599) GFRC 0 NRC 0. KSU will provide an evaluation of the Jump Start Program to provide APS with guidance on making adjustments for next summer. Akron After School Line Item: 322 Teachers 60 Coordinators (\$877,136 salaries & benefits). GFRC 0 NRC \$843,219 21st Century Grant and Title I will assume costs to sustain the program. Rationale: New curriculum will require professional development to ensure effectiveness of the program on impacting student achievement. The second year, professional development costs are reduced due to returning staff, a possible 20% turn over. 7 Trainers (\$17,500) GFRC 0, NRC 0. Trainers are needed to train our staff to ensure fidelity. 75 Sets @ \$1,000 each Problem-Based Learning Materials (\$150,000) GFRC 0 NRC 0. Financial literacy PBL was designed to be used with startup cost as the initial loan to the project. Students responsibility as part of the learning process is to reinvest back into the project by producing and selling. 295 @ \$399 Voyager Passport Teacher Kit (\$117,705) GFRC 0 NRC 0. Teacher kits are essential to supporting Passport reading intervention program. 4,300 @ \$49 Voyage Passport Student Materials (\$210,700) GFRC 0 NRC \$124,700. Student materials are consumable and essentials for helping to support student learning. Second year, recurring cost is reduced to \$39 per student. 100 @ \$69 Rosetta Stone

Subscriptions (\$6,900) GFRC 0 NRC 0. Rosetta Stone will be used to improve the reading skills of our English/Language Learners. 75 @ \$1,450 Chromebook Carts (\$108,750) GFRC 0 NRC 0. We need carts to charge the chromebooks so they are always available for student learning. 831 @ \$460 Chromebooks (\$382,260) GFRC 0 NRC 0. Each student will be provided a chromebook to support Problem Based Learning. These students have been assessed using MAP and would benefit from advanced opportunities.

16. Are there **expected savings** that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The implementation of our two major activities, referred to as Bridge #1 and #2 in the grant, will not incur any additional expenditures to the General Fund as a result of this project; we do not anticipate any expected savings during the time period of this grant

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

We believe that the implementation of our two major activities, referred to as Bridge #1 and #2 in the grant, will result in our early learners making achievement gains. In order to sustain this project, we will make revamp our Title I budget to accommodate these expenses.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/17/2013

* Narrative explanation

AAS Planning will include communication efforts among students, staff, community stakeholders, and partners regarding the implementation of the Bridge to Early Reading Success Initiative. This will begin upon notice of the grant award. Our planning efforts will occur in the areas of COMMUNICATION, MATERIALS and PROFESSIONAL DEVELOPMENT. COMMUNICATION Partner meeting to inform and align partners' roles/responsibilities related to the Bridge to Early Reading Success Bridge to Early Reading Success Implementation Monitoring Team Meeting (stakeholders from each partner will be represented and assume implementation monitoring responsibilities) Presentation to Akron City Council and Akron Public Schools' Board of Education Parent/Community informational meetings Site Coordinator Meeting Provide Voyager with information to populate Ticket to Read accounts for Feb. start date of AAS. Notify AAS students & parents of new intervention, enrichment and ELL (Rosetta Stone) components Identify and invite: high potential students to enrichment; those requiring intervention; ELL students to Rosetta Stone intervention. MATERIALS Order materials/curriculum for Voyager Passport, Rosetta Stone, Chromebooks for sites and libraries PROFESSIONAL DEVELOPMENT Summit County Library support staff in use of eSebco eLibraries and Ticket to Read AAS tutors will be trained in Voyager Passport curriculum AAS enrichment tutors will be hired & trained in Problem based and business community mentorship. Jump Start Summer School Planning will include communication efforts among students, staff, community stakeholders, and partners regarding the implementation of the Bridge to Early Reading Success Initiative. This will begin upon notice of the grant award. Our planning efforts will occur in the areas of COMMUNICATION, MATERIALS and PROFESSIONAL DEVELOPMENT. COMMUNICATION Partner meeting to inform and align partners' roles/responsibilities related to the Bridge to Early Reading Success Bridge to Early Reading Success Implementation Monitoring Team Meeting (stakeholders from each partner will be represented and assume implementation monitoring responsibilities) Presentation to Akron City Council and Akron Public Schools' Board of Education Parent/Community informational meetings Provide Voyager with information to populate Ticket to Read accounts for June start date of Jump Start Notify Jump Start students & parents of new intervention, enrichment and ELL (Rosetta Stone) components Identify and invite: high potential students to enrichment; those requiring intervention; ELL students to Rosetta Stone intervention. Revise and release job postings Create Jump Start Invitation The identified barriers include student enrollment and staffing. Student enrollment- Actively inform parents/guardians and staff regarding the Jump Start opportunity. The recruitment efforts will include principals identifying and monitoring eligible students. The principal will be responsible and reporting outreach it is our intention to proactively communicate with APS stakeholders in various ways to include onl MATERIALS Order materials/curriculum for Voyager Passport, Time Warp, Rosetta Stone, Chromebooks and carts for sites and libraries PROFESSIONAL DEVELOPMENT Summit County Library support staff in use of eSebco eLibraries and Ticket to Read Tutor PD planning for Voyager Passport and Time Warp curriculum 1. STUDENT ENROLLMENT- Actively informing parents/guardians and staff regarding the Jump Start/AAS opportunity. Each school will establish a recruitment team who will be responsible for identifying and monitoring eligible students regarding their enrollment status. In response to a student's enrollment status, the recruitment team will provide follow up with eligible students not yet enrolled to include parent/guardian contact, enrollment and incentive initiatives (student and parent/guardian). It will be the principal's responsibility

Implement (MM/DD/YYYY): 2/2013

* Narrative explanation

AAS Implementation will include communication efforts among students, staff, community stakeholders, and partners regarding the implementation of the Bridge to Early Reading Success Initiative. This will begin in February 2013. Our implementation efforts will occur in the areas of COMMUNICATION, MATERIALS and PROFESSIONAL DEVELOPMENT. AAS COMMUNICATION Identify and invite: high potential students to enrichment; those requiring intervention; ELL students to Rosetta Stone intervention. The invitation will include a program description with projected learning outcomes, program location, program duration and starting/ending times daily. Staff - Staff will be notified regarding the program dates and times and of their building assignment and student list (includes building administrator) Supporting Staff - Supporting staff (transportation, child nutrition and custodial) will be notified regarding the program dates and times and participating students numbers MATERIALS Use of program specific materials/curriculum for Voyager Passport, Rosetta Stone, Chromebooks for sites and libraries PROFESSIONAL DEVELOPMENT During the program implementation, staff has access to coaches trained and employed by Voyager JUMP START COMMUNICATION Identify and invite: high potential students to enrichment; those requiring intervention; ELL students to Rosetta Stone intervention. The invitation will include a program description with projected learning outcomes, program location, program duration and starting/ending times daily. Staff - Staff will be notified regarding the program dates and times and of their building assignment and student list (includes building administrator) Supporting Staff - Supporting staff (transportation, child nutrition and custodial) will be notified regarding the program dates and times and participating students numbers MATERIALS Use program specific materials/curriculum for Voyager Passport, Time Warp, Rosetta Stone, Chromebooks and carts for sites and libraries PROFESSIONAL DEVELOPMENT During the program implementation, staff has access to coaches trained and employed by Voyager

Summative evaluation (MM/DD/YYYY): January 2014- September 2014

* Narrative explanation

The following implementation indicators will be evaluated: Implementing, Communicating and Coordination of the Bridge to Early Learning Success - Implementation will be evaluated through onsite monitoring by members on the Bridge to Early Reading Success Implementation Monitoring Team Meeting. PD - PD will be evaluated through staff surveys and evaluations, as well as, through onsite monitoring by Bridge to Early Reading Success Implementation Monitoring Team members for implementation fidelity. Enrollment - 85% of eligible student will be enrolled Staffing - The program will be fully staff and staff trained by the first day of the AAS/Jump Start Program

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

We are in the midst of shifting our district's culture from one of "teaching" to one of "learning". We have a strong foundation with Professional Learning Communities in place at every grade level in every building. We are making great strides shifting our instructional practices by using the Ohio 5-Step Process to ensure differentiated instruction to meet the needs of every one of our learners. The Ohio 5-Step Process, along with a strong Response to Intervention model has helped us shift our culture to one of learning. While we have changed our organizational and instructional practices, we know there are just not enough hours in the school day and year to meet the instructional needs of our students. This grant will allow us to continue to move on that continuum changing our organizational structure and enhance our instructional practices by offering SBRR programs beyond the school day and school year. This grant will allow us to offer interventions to students who are in the targeted and intensive tiers of the literacy pyramid, and enrichment to the students who are in the universal tier. Along with making a shift in our culture, Akron Public Schools is making a commitment to: Restructure our Title I Funding to allow us to continue the SBRR offered after school and during the summer months. Work with our community partners and preschools to enroll our incoming kindergarten students into our extended year summer school to combat the summer lull. Include our students with high academic ability into our extended day program. Shifting Title I dollars to continue extending the school day and school year shows our commitment to ensuring our early learners receive needed interventions to move them to reading "on track". Shifting the Title I dollars will support being more proactive in providing interventions earlier at the primary levels versus being reactive at later grades, as we currently use our Title I dollars. Finally, we are changing our instructional practices and strategies to support our growing ESL population. Our ESL population has grown from June 2011 (586 students), June 2012 (976 students), June 2013 (1064 students), to Oct 25, 2013 (1230 students). Of the current 1230 students, 52% have been in US schools less than three years and 57% are refugee students who have come to the US with limited previous education and literacy skills in their first language. Our grant will help support the many ESL learners that have enrolled in our district in our extended day program. Finally, for the first time, we are inviting our learners who have high academic potential to participate in our Akron After School extended day program to stretch their learning through problem based learning experiences embedded in a strong public service component.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

As the research and results continue to provide critical information on what works in teaching students to read, materials selected for all learners must be based upon this critical body of research. The materials we chose, Time Warp Plus, Passport, and Ticket to Read, reflect the findings of our nation's leading education research, and the curricula has been reviewed and developed in collaboration with

notable education experts such as Roland H. Good III, National Reading Panel, Learning First Alliance, and numerous other organizations. These programs have positively impacted large urban school districts, demonstrating that we are capable of implementation in our Akron Public Schools. The success of several urban districts is recounted at the following link: <http://www.voyagerlearning.com/cs/Satellite/1277948794690?cmsid=Voyager> Based on this research, we applied for the Third Grade Guarantee Grant in the spring of 2013 to pilot Time Warp Plus for our pre-fall program and Ticket to Read for our after school program. Time Warp Plus was used as our 2013 summer school curriculum and yielded excellent results. Our 2013 summer model was 2-weeks with 4.5 instructional hours a day. In this brief time our first graders showed 4 weeks of fluency growth, second graders had five weeks of fluency growth, and third graders had 20 weeks of fluency growth! We know students will show greater sustained success with intervention enabling them to be "ready" for school. Voyager Ticket to Read was the intervention curriculum used in four Akron After School programs last spring. Ticket to Read was used for eight weeks, four days a week, for one hour daily. A Kent State University evaluation of the program showed significant results for students who used the Ticket to Read intervention program. For students who attended the four Ticket to Read schools regularly in the spring, they showed a significantly higher rate of growth from winter to spring than students from non-Ticket to Read schools. In addition, these students had significantly higher RCBM scores overall. In conclusion, Voyager Time Warp Plus, Ticket to Read, and Passport have strong research demonstrating their effectiveness in improving students' reading achievement. In addition, we have our own data from using Time Warp Plus and Ticket to Read that shows significant reading growth when used in our district's pre-fall program and after school program. The results from Time Warp Plus will be magnified when used over a seven week program, rather than the two week program in which we piloted the program. This grant would allow us to expand Ticket to Read from four schools to 30 schools allowing similar, significant results for all our students using this effective intervention. While we have not piloted Passport, this intervention has shown consistent and sustainable growth when used in after school programs. In a national study of more than 213,000 students enrolled in Voyager Passport during the 2006-2009 school years, students demonstrated substantial gains in reading performance as measured by their Initial and Final Reading Connected Text (RCT) scores. The program effect size ranged from 1.09 to 2.02, which is considered educationally meaningful and generally quite large.

21. Is this project able to be replicated in other districts in Ohio?

Yes No

22. If so, how?

Many districts have after school programs, but typically the structure is a homework club, rather than an intervention time coupled with highly motivating activities that motivate students to attend. Our Akron After School model is a partnership with the City of Akron and the Lebron James Family Foundation. We welcome other districts to visit our program to get ideas about how they can find and form partnerships within their own districts. The Straight A Grant will allow us to put the icing on the cake since we have not seen significant reading growth in our current program. We have a strong extended day program that children WANT to attend. Adding the strong intervention piece via Passport and Ticket to Read will give our students a SBRR reading program that will result in improved reading levels. In addition, the grant will allow us to add a Problem Based Learning Curriculum for our students with high potential. Other districts can replicate the PBL activities that we will be utilizing. Other districts will be able to see the results we expect to see in an urban setting, both with our at-risk as well as our students who are demonstrating high potential, and have the desire to replicate the model. Districts can also use our Jump Start model to offer a structured and extended seven week summer school program that includes Time Warp Plus and Ticket to Read online component. These Voyager products are customized and tailored to meet the needs of the school, teachers, and students of each district in which they are used. They are rich in literacy activities and aligned with the Common Core. This customization can be replicated in any district or community school. By offering an extended day program, Akron After School, and an extended year program, Jump Start, other districts can also expand the learning opportunities for their students.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The sustained value of the project is obtained as a result of interventions that lead to students reading on-grade level by the 3rd grade. Trend data from the Summit Education Initiative indicates that 90% of students who start "ready to learn" (based on KRA-L) will meet the 3GG. Those who meet the 3GG are 10 times more likely to exceed 8th grade math standards and those who exceed 8th math standards show a "college ready" graduation rate of 84%. The long term sustained value of intervening with student who are found to be not-on-track extends to post-secondary college and/or career opportunities impacting student's life-long employment and earning potential, as well as, their ability to positive contribute the local economy. The aim of this project is to provide our students with the additional time they need to develop their literacy skills and ability to access the curriculum at their grade level. Utilizing the Measures of Academic Progress for Primary Grades and MAP Standard, we will be able to answer key questions around three themes (growth, individual skill mastery and instructional guidance). GROWTH: Is each student growing as expected, (whether he or she started at, below or above grade level)? - INDIVIDUAL SKILL MASTERY: Has a student mastered a specific reading skill? - INSTRUCTIONAL GUIDANCE: Where should we focus to help each student continue to grow? All of our Akron After School students will be measured through MAP assessments. Kent State University will evaluate the students' progress by comparing their progress to comparable students who do not attend the extended day program. Our students with high academic potential in the Akron After School model will also be measured by the value added score for gifted students on the State Report Card. By addressing these areas early on, through our Jump Start program, we will be able to get students on track prior to their third grade year. At the conclusion of the Jump Start Program, we anticipate a five to ninth month reading growth for each of our students, based on prior results from urban districts using Time Warp Plus. We will measure our students' progress through MAP assessments, and reading fluency assessments through Time Warp Plus. Our MAP assessments are given in March and then again in September. We will use those results to assess our early learners' reading progress. We will use the Time Warp Plus fluency assessment as a pre and post assessment to measure their reading progress. Third grade students will have the opportunity to take the ODE alternative OAA at the midway point and at the conclusion of the Jump Start Program. In addition, Kent State University will evaluate our program and through their data analysis reports, we will make adjustments to the program as needed. Programming around our Akron After School Program is currently in place, and funded through Title I and a 21st Century Grant. The added components of Passport and Ticket to Read will be funded with reallocated Title I funds. Following the grant period, we will also continue to provide Jump Start during the summer school programming by reallocating additional Title I expenditures to fund this additional expense.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

SHORT TERM PROCESS OBJ- Stakeholders notified of grant award (Dec 2013); Monitoring Team established & meeting dates established (Jan14); Staff provided with PD to provide differentiation & support students in literacy development & enrichment (AAS-Jan & Jump Start-June); Curriculum materials purchased for AAS (Jan) & Jump Start (May) Programs; Tech purchased for AAS (Feb-May), Jump Start Program (JSP)(June-Aug) & at libraries; ID students for AAS (Jan) & Jump Start (June); Implementation, Monitoring & Evaluation of AAS (Feb-May) & Jump Start (June-Aug). LONG TERM OBJ- Students entering Kg during 14-15 school year who participated in Summer School JSP (June-Aug), as measured by Fall MAP, will move up at least one level as measured by Spring MAP. Levels are identified as Intensive, Targeted & Universal . Currently 70 of students have been identified as "on track". Projected gains in achievement during next 5 years are: 2014-15=76.9; 2015-16 =82.9; 2016-2017=89.8; 2017-2018=95.0; 2018-2019 sustaining 95.0 or above. SHORT TERM OBJ- Students entering Kg during 14-15 school year who participated in Summer School JSP (June - Aug), will demonstrate 5 -9 months growth on Voyager Fluency probe; earn a KRA-L score of 19 or higher & a cut score of 143 on Fall MAP.LONG TERM OBJ- Students entering first grade during 14-15 school year who participated in Summer School JSP (June - Aug), as measured by Fall MAP, will move up at least one level as measured by Spring MAP. Levels are identified as Intensive, Targeted & Universal . Currently 59 of students have been identified as "on track". Projected gains in achievement during next 5 years: 2014-15=63.9; 2015-16 =68.8; 2016-2017=73.7; 2017-2018=78.6; 2018-2019=83.5.SHORT TERM OBJ- Students entering first grade during 14-15 school year who participated in Summer School JSP (June-Aug), will demonstrate 5 -9 months growth on Voyager Fluency probe; earn a cut score of 153 on Fall MAP.LONG TERM OBJ- Students entering second grade during 14-15 school year who participated in Summer School JSP (June-Aug), as measured by Fall MAP, will move up at least one level as measured by Spring MAP. Levels are identified as Intensive, Targeted & Universal . Currently 70 of students have been identified as "on track". Projected gains in achievement during next five years are as follows: 2014-15=76.9; 2015-16 =82.9; 2016-2017=89.8; 2017-2018=95.0; 2018-2019 sustaining 95.0 or above. Students entering second grade during 14-15 school year who participated in Summer School JSP (June-Aug), will demonstrate 5-9 months growth on Voyager Fluency probe; earn a cut score of 170 on Fall MAP.LONG TERM OBJ- Students entering 3rd grade during 14-15 school year who participated in Summer School JSP (June - Aug), as measured by Fall MAP, will move up at least one level as measured by Spring MAP. Levels are identified as Intensive, Targeted & Universal. Currently 67 of students have been identified as "on track". Projected gains in achievement during next 5 years: 2014-15=72.7; 2015-16 =78.4; 2016-2017=84.1; 2017-2018=89.8; 2018-2019 sustaining 95.5.SHORT-TERM OBJ- Students entering 3rd grade during 14-15 school year who participated in Summer School JSP (June - August), will demonstrate 5 -9 months growth on Voyager Fluency probe; earn a cut score of 183 on Fall MAP. Retained 3rd grade students will score a 392 on alternative OAA at conclusion of Summer School JSP & earn a promotion to 4th. An anticipated outcome that is difficult to benchmark would be sustained generalization- transfer of acquired skills as a result of provided PD. Also, educators will have increased knowledge & resources in interv. Kit enabling support to IAT-PLC. Educators will be better equipped to impact & support RTI given enhanced skill set. Finally, educators work hard to impact student achievement; and a sense of accomplishment, esteem & pride that educators will experience as a result of students on-going growth & progress.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Our kindergarten, first grade, second grade, and third grade students will enter the Jump Start Program with their spring MAP scores. They will be assessed again in late September, so we will be able to measure their reading progress from spring to fall. We will use the individual and cumulative student data to measure our success toward reaching our overall five year goal. The Reading Connected Text (RCT) will be given as the pre and post assessment. The pre-assessment will be given the first day of the summer school, and the post-test will be given the last day of the program. The pre-test and post-test are 30 question reading assessments. They encompass two main reading components: Reading Vocabulary and Comprehension. Specifically, reading vocabulary involves word discrimination and sentence completion. Comprehension uses graphic sources as reference tools to answer questions followed by several reading passages with a corresponding series of questions. We will use weekly benchmark data to continually assess and monitor the effectiveness of the Time Warp Plus program. The weekly benchmarks use a fluency probe which measures students' words per minute. Students' fluency scores will be charted by expected growth and actual growth through the VPort data management system which produces multiple reports at the student, class, school, and district level. This data will allow us to measure the effectiveness of the program, as well as the teachers. If students are not reaching expected growth, our coaches will monitor the classroom for teacher effectiveness and provide additional professional development for the teacher if needed. Since it is only a seven week program, we will measure the overall effectiveness at the end of the summer school by studying the data for desired results. We will use that data to determine if we should continue or modify the usage of Time Warp Plus. All students using the Passport Program in Akron After Schools will be pre-assessed with Adventure Placement the first day of the program. The pre-assessment results will indicate the most appropriate entry point into the Passport Program. After students are placed on their appropriate level, they will be assessed three times using the Vital Indicators for Progress (VIP) assessment. The first assessment is given within the first two weeks of the program, the second assessment is given the fifth week of the program, and the final assessment is given the last week of the program. The VIP is a benchmark measure which utilizes one minute probes targeting critical reading skills that are strong predictors of future reading development. The VIP benchmarks and progress monitoring measures provide the critical information teachers need to determine if students are responding to the intervention treatment. The VIP benchmarks are entered into the VPort data management system which produces multiple reports at the student, class, school, and district level. This data will allow us to monitor student progress and make modifications in the teacher's instruction, if needed. We will utilize our district coaches to offer further professional development, if needed. In conclusion, we will use multiple data points to measure the effectiveness of Time Warp Plus and Passport and its impact on our students' reading achievement. We will utilize the Voyager pre and post-test assessments and fluency probes. The multiple reports produced from VPort will allow us to constantly monitor the effectiveness of the program. MAP scores will also be used to measure the effectiveness of the Voyager programs.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested

parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

"I Accept" Mary Outley-Kelly, Executive Director, Elementary Education Akron Public Schools. 10/25/13