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Application

Akron City (63498) - 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.

3. 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 (RN/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 (RN/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 (RN/Fed Tax ID), Address, Phone Number; Email Address of Contact for All Secondary Applicants in the box below.

- Si Ling Yeh
  Organizational name of secondary applicant: Head Start Unique identifier (RN - 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: yleh@aksu.com Michelle Campbell Organizational name: LeBron James Family Foundation Unique identifier: NA Address of secondary applicant: 3800 Embassy Parkway, Suite 360, Akron, OH 44333 Phone number: (216) 771-2323
  Email address: mcampbell@lmmarketing.com

- John Valley
  Organizational name: City of Akron Unique identifier (RN/Fed Tax ID): 078111 Address additional secondary applicant: 166 South High Street Akron, OH 44308 Phone number of secondary applicant: 330-375-2324 Email address of secondary applicant: j.valle@Akron.Ohio.gov
  David Jennings Organizational name: Summit County Main Library Unique identifier (RN/Fed Tax ID): 7394 Address of each additional secondary applicant: 60 S. High Street Akron, OH 44328 Phone number of each additional secondary applicant: 330-643-9100
  Email address of each additional secondary applicant: jennings@akronlibrary.org

7. Partnership and consortia agreements and letters of support: - (Click on the link 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.

Upload Grant Application Attachment.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.

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

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

1. 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

2. 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, 32% of 2nd & 63 % of 3rd graders are not on-track. The SWD & LEAP 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 risks skills needed for successful learners & predicts 3rd grad success. Summit Co. data shows that 90% of students who start “ready to learn” (based on KRA-L data) will meet or exceed “3rd grade ready” standards. In contrast, 75% of those who began “ready to learn” were not at the proficient or higher with 77% of them scoring Adv. or Adv. on the 3rd grade OAA.

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.
- If the 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 kindergarteners are “not on task” for Rigor. 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 time to 130 min 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 & LEAP 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. Bridge1: provide students with enriched & engaging 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 obtain a high level of academic performance, better grades & test scores: on-time promotion; improved homework completion & work habits (Little, Winner, & 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 kindergarteners from those who enrolled 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. The Voyager Time Warp Plus will make us comfortable that 75% of students will be “ready” for the 1st & 2nd grade with the additional 25% “ready” for the 3rd grade 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. Bridge 2: Evaluate the rdg. program proficiency: Together APS & partners have created 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.

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

13. Financial Information - 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 formatting the expected changes to the five-year forecast resulting from implementing this project. If applying as a consortia or partnership, please include the five-year forecast of each sub-award entity.

3. Describe the general fund and/or any direct cost of the project. (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 in particular 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 actions; lower dropout rates; better academic performance, better grades & test scores: on-time promotion; improved homework completion & work habits (Little, Winner, & Weiss, 2008).直线A: Study on our instructional day shows that to allow students to demonstrate greater achievement between the end of the school year & the beginning of the next school year has 5 community partners providing technology. This collaboration allows schools to provide all students access to the latest technology & an extension of the Time Warp curriculum used in the Straight A program. This experience will increase the 5.5 hr. a day summer program by 3 more hours.

$130,500

30 Chromebooks for Akron Summit County Public Library ($13,800) GFRC 0 NRC 0. ASCPL is partnering with APS on TtR component of TWP.

2,730 @ $460 Chromebooks ($1,242,000) GFRC 0 NRC 0. This new technology will support the on-line curriculum.

30 Chromebooks for Akron Summit County Public Library (ASCPL) ($13,800) GFRC 0 NRC 0. ASCPL 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 access to a computer at home. This TtR program will also be available for students visiting the library. Kent State (KSU) Program Evaluation ($6,000) GFRC 0 NRC 0. To provide an evaluation of the Jump Start program. Jump Start Program Evaluation: Other Staff Members 80 Coordinators ($787,136 salaries & benefits) GFRC 0 NRC 0. This evaluation will be beneficial for our students who are in the program. Other staff members 80 Coordinators ($787,136 salaries & benefits) GFRC 0 NRC 0. This evaluation will be beneficial for our students who are in the program.

$1,255,800

3); 14 school year will be included in the Jump Start Summer program and assessed to determine their current level. The Voyager Time Warp Plus will make us comfortable that 75% of students will be “ready” for the 1st & 2nd grade with the additional 25% “ready” for the 3rd grade 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. Bridge 2: Evaluate the rdg. program proficiency: Together APS & partners have created 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.

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

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

* Narrative explanation/rationale: Please provide detailed costs on the 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 Principals 15 Coordinators ($42,019 Salaries & Benefits & 21,832 Professional Development) 0 General Fund Recurring Costs (GFRC), $9,599 General Fund: $9,599

Chromebook Carts 75 at 1,450 each = $108,750

Steady A: $63,851 General Fund: $63,851 New curriculum will be introduced to the school district.

Jump Start Program Line Item: 120 Teachers 120 Principals 40 Coordinators 40 Assistants ($270,000 Salaries & Benefits & 93,000 Professional Development) 0 General Fund Recurring Costs (GFRC), $8,000 Total Costs: 4 days at $2,000 = $8,000

1,255,800

Teachers, Coordinators)

Total Costs: $859,636

This new technology will support the on-line curriculum.

Chromebooks 831 at $460 = $382,260

30 Chromebooks for Akron Summit County Public Library (ASCPL) ($13,800) GFRC 0 NRC 0. ASCPL is partnering with APS on TtR component of TWP.

4,300 @ $49 Voyage Passport Student Materials ($210,700) Straight A:

Total Costs: $859,636

This new technology will support the on-line curriculum.

Chromebooks 75 at 1,450 each = $108,750

2,730 @ $460 Chromebooks ($1,242,000) GFRC 0 NRC 0. This new technology will support the on-line curriculum.

Chromebooks 75 at 1,450 each = $108,750

This new technology will support the on-line curriculum.

Chromebooks 75 at 1,450 each = $108,750

This new technology will support the on-line curriculum.

Chromebooks 75 at 1,450 each = $108,750

This new technology will support the on-line curriculum.
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 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.

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, (narrative 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. (Include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected persons.)

* 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 materials/curriculum for Voyager Passport, Rosetta Stone, Chromebooks for sites and libraries PROFESSIONAL DEVELOPMENT Summit County Library support staff in use of 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 staff, students, 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 components Identify and invite: high potential students to enrichment; those requiring intervention; ELL students to Rosetta Stone intervention. MATERIALS Job posting 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 on MATERIALS (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 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/Bees 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 the time the students spend in the program). SUPPORTING STAFF - 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, 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. The identified barriers include student enrollment and staffing. Staff 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 on MATERIALS (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 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/Bees 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

Summative evaluation (MM/DD/YYYY): January 24- September 2014

* Narrative explanation

The following implementation indicators will be evaluated: Implementing, Communicating and Coordinating of the Bridge to Early Learning Success Implementation. 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 Tutoring - The program will be fully staffed and staff trained by the first day of the AAS/Jump Start Program.

* 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 in 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 to 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 our SBRR effort after school and during the summer months. Work with our community partners and preschools to enroll our incoming kindergarten students into our extended school year summer school to combat the summer slide. 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 support our early learners receive needed interventions to move them to reading "on track." Shifting the Title I dollars to our enrichment and ELL programs makes 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 (886 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.

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

22. If so, how?

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

24. What are the specific benchmarks 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.

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

26. Include the method by which process toward short- and long-term objectives are measured. (This section should include the data to be collected, the formative outputs and outcomes and the systems in place to track the progress.

27. 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.

28. By 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 an 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, 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