

Budget

Deer Park Community City (043851) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (60)

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		230,843.60	36,956.40	0.00	60,000.00	0.00	0.00	327,800.00
Support Services		0.00	0.00	2,959,755.00	0.00	0.00	0.00	2,959,755.00
Governance/Admin		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
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		230,843.60	36,956.40	2,969,755.00	100,000.00	0.00	0.00	3,337,555.00
Adjusted Allocation								0.00
Remaining								-3,337,555.00

Application

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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: Ohio Success Platform for Early Reading Readiness, Deer Park Pilot

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.

In order to remedy the profoundly deficient reading readiness skills of our incoming kindergarten students (a nationally diagnosed and recognized problem), Deer Park CCSD has conceived an innovative solution, and with support of the Straight A Fund, will design and pilot a learning management system that addresses student achievement by allowing kindergarten students and their families to ensure reading readiness in ways not previously possible. The "Ohio Success Platform for Early Reading Readiness" (OSPERR) will allow families to understand, evaluate, and remediate reading readiness deficiencies in their child's performance as the child prepares for and builds a successful reading foundation for their K-12 experience. The Deer Park team will make available to other Ohio school districts (and schools in other states if Ohio so deems) the resulting learning management system after the pilot is completed, and the program will require of those other schools only minimal hosting, maintenance, and licensing expense to use the proven Ohio Success Platform for Early Reading Readiness, post pilot.

240 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Amy Byrne, principal, Holmes Primary School, Director of K-6 Curriculum

Organizational name of lead applicant: Deer Park Community City School District

Unique Identifier (IRN/Fed Tax ID): 043851

Address of lead applicant: 4131 Matson Avenue, Cincinnati, Ohio, 45236

Phone Number of lead applicant: (513) 936-6284

Email Address of lead applicant: byrne.a@dpcsd.org

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

First Name, last Name of contact for secondary applicant: n/a

Organizational name of secondary applicant: n/a

Unique Identifier (IRN/Fed Tax ID): n/a

Address of secondary applicant: n/a

Phone number of secondary applicant: n/a

Email address of secondary applicant: n/a

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.

See number 7.

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.

The team assembled to design, build, and deploy the pilot of the Ohio Success Platform for Early Reading Readiness represents a unique combination of educational, software development, and learning management system expertise. Educational Subteam: Amy Byrne, M. Ed., principal, Holmes Primary School and Director of K-6 Curriculum for Deer Park Community City Schools will serve as the principal investigator and program director representing the lead applicant for this grant. Mrs. Byrne brings to the team more than eleven years of experience leading educational teams who address remedial reading and reading readiness skills development, plus an additional ten years as a certified Ohio educator. Most recently, Mrs. Byrne was recognized as the principal of two elementary schools achieving the coveted "School of Promise" designation from the Ohio of Education (2012-2013). Holmes Primary under Mrs. Byrne's leadership has received this award for three years running. Supporting Mrs. Byrne will be five master-degreed Holmes Primary faculty members and three university-level subject matter experts and reading readiness and remedial reading strategies, resulting in a team of nine reading professionals developing the content for the Ohio Success Platform for Early Reading Readiness. Software Development Subteam: Mindbox Studios LLC will perform the digitization of the content developed by the educational subteam. Mindbox Studios is an established Cincinnati-based web design and development studio providing custom web and mobile applications to meet the specific client needs, specializing in work for technology innovators, visionaries, and startups. Mindbox has an office in Eugene, Oregon, with its headquarters in Cincinnati, Ohio. Clients of Mindbox Studios include Procter & Gamble, NBC Sports, The U.S. Green Building Council, Mariemont City Schools, and dozens of other satisfied customers. Joshua Johnson (CEO), Lauren Russell (chief digital strategist), and Geoff Cornwall (lead app developer) will personally serve on the project team. Additional information on Mindbox Studios has been uploaded as an attachment. Learning Management System Subteam: TIER1 performance solutions has been implementing and building world class learning management systems since 2002. Clients of TIER1 include Macy's, Federal Express, Gateway Community College, Wendy's, U.S. Air Force, NASA, and others. TIER1's learning management platform - "Performance1" - has been utilized for a new healthcare competency-based testing company called Xcelerated Learning Dynamics (XLD), as well as learning management systems for schools and industry. "Performance1" will be configured to provide the foundation for the Ohio Success Platform for Early Reading Readiness. TIER1 will utilize its experience delivering world-class solutions to host the OSPERR system to Deer Park families, and to ensure that the improvements possible through this new innovative strategy will be achieved and maintained. Additional information on TIER1 Performance Solutions is included in uploaded attachments. In order to ensure that the OSPERR pilot is measuring improvements in reading readiness and not affected by extraneous variables, we have included in this grant request the funding required to provide a standardized personal device (tablet from either Microsoft or Google) with two years' accidental damage protection for each participating kindergartener, as well as the funds needed to connect each participating family's home to the internet via high-speed DSL connection (from Cincinnati Bell Technology Solutions) for 24 months. We are convinced that this team can deliver a professional software solution of this scope and scale with success, and deliver to the State of Ohio a new strategy for addressing the deficiencies in early reading readiness that will otherwise likely remain unresolved. The solution we are proposing is expected to be usable and relevant for many years to come.

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.

Reading readiness has been a glaring deficiency that the Deer Park Primary staff has encountered and battled for decades. Children enter our classrooms lacking the most basic of skills. Many cannot tell a letter from a number. Some do not even know how to handle a book properly. The stark contrast between our present students' reading readiness and what is needed to build strong readers is shockingly apparent. Academic home training falls pathetically short. Parents lack the time, awareness/training to prepare students for school. Deer Park as well as educators across the nation battle to close the gap. We are armed with professional expertise but undercut by a crippling need to share what we know with our students and parents in an efficient and scalable manner. What is out there is not enough. Present resources are sadly "piece-meal." Substance is inadequate. Programs focus on one or two areas of curriculum, such as letter naming or letter-sound correlation. To close the gap between where students are and where they need to be as 21st century learners, a new and innovative strategy is warranted. Deer Park's "Ohio Success Platform for Early Reading Readiness" proposes this in a scalable way. Our current reading readiness pedagogy is research-based and is ready for a 21st century platform. We currently rely on strong foundational skills, with critical areas of phonological awareness, metalanguage, letter/word recognition, and phonics categorized by grade level. Tasks are delineated in a systematic manner on a continuum of skills. Areas of challenge are analyzed for every student. Once assessed, these students are given remedial instruction in small group and often one-to-one settings. Following this period of instruction, students are assessed again and moved forward or given further remediation. The positive impact of this process is unquestionable, but we need to be able to scale it to address the needs of all children. In the past 7 years, a correlation between strong foundational skills and accomplished literacy has been evidenced. Students who reach benchmark status before kindergarten are students who later demonstrate proficiency, acceleration, and advancement on state achievement tests. The methodology and content have been developed. However, it is time to combine what we have traditionally done with innovative delivery, to take what works and make it bigger, better, and sustainable. It is time to merge the presently outdated pedagogy with a 21st century process. OSPERR will transform the journey of reading to an online learning experience that fully impacts and engages every student and their families. In order to develop the proposed scalable and systemic solution, the team will utilize standard software development methodology to design, build, test, populate, and deploy this solution. The content will be built upon the well-researched "five big ideas of reading" endorsed by the National Reading Panel. With Deer Park's expertise and history of proven results, our partners' technology skills and experience, and the financial support of this grant, we can achieve our outlined goals. OSPERR will help to educate, individualize, and tailor instruction to meet the needs of every incoming student. The magnitude of its impact will be measured through the daily monitoring of student performance. Parents will participate in pre-and post-surveys to further analyze and evaluate ongoing effectiveness. OSPERR is the answer to readying our children for reading with research-based, individualized instruction that marries home and school. We trust that you see the wisdom in this proposed approach to solving a previously unsolvable problem. With your help, we are ready to transform kindergarten reading readiness. Let the transformation begin.

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.

The Ohio Success Platform for Early Reading Readiness is specifically designed to address shortfalls in student achievement by providing families with a set of tools and assessments that will allow them to close the gap between where their child is performing and where they need to be to succeed in school and in life. While our school does not receive school improvement funds at this time, the reading readiness goals and expectations described in our school improvement plans will be directly impacted by the work this grant will fund.

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.

n/a

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

3,337,555.00 * 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.).

The proposed project is a professional software development pilot/proof of concept for a full-scale commercial-grade product. The typical development costs to deliver a project of this scope and scale with state-of-the-market commercial quality could easily range from \$5 million to \$10 million or more. The standard software development life cycle methodology to be used includes the following standard phases: Requirements definition, Design, Build, Test, Deploy, and Maintain. Because the essence of this project is to digitize an existing analog methodology and deliver it to users (kindergarteners and their families) over the internet, the responsibilities and corresponding costs associated with various parts of the development are divided by participant. The following participant cost subtotals can be viewed in more detail in the attached financial project summary: Deer Park faculty and staff (content creation): \$307,800. The Educational Content Subteam, comprised of four university-level subject matter experts and five Holmes Primary faculty, will create appropriate versions of the learning decision tree and diagnostic methodology, individual learning events and appropriate assessments for each of fifty skills that comprise reading readiness. Approximately 3,000 individual learning events will be created or modified for use on the reading readiness platform. In addition, the team will provide orientation and training for the participating parents at the end of the grant period (September 2014). Mindbox Studios (content digitization): \$2,145,275. Content digitization by the team from Mindbox will include scripting, animation, coding, video production, and platform translation to allow OSPERR to be delivered to end users on any standard device (laptops, PCs, Macs, tablets, smartphones, etc.) Participating Mindbox professionals will be deployed from Cincinnati with support from experts in Eugene, Oregon for this project. TIER1 Performance Solutions (learning management system, server management, grant management support): \$711,800. TIER1 will design, enhance, and modify its Performance1 learning management system for use as the foundational platform for OSPERR. TIER1 will host and maintain the system and provide access via browser to the end users (Deer Park families) for 24 months beginning in October 2014. TIER1 is prepared to offer affordable licensing, hosting, and maintenance services to other school districts around Ohio, and will work with the ODE and Deer Park to design a business model that supports offering this system to school districts outside the state of Ohio. Cincinnati Bell Technology Solutions (internet access): \$100,800. In order to ensure that internet access is available to each family irrespective of financial means, we have included DSL access to the internet as part of this grant. CBTS has agreed to discount its monthly internet access fee by 22%, making the cost per family \$34.99 per month for 24 months. Microsoft Corporation, or other supplier (user devices and accident insurance): \$71,880. Although discounts may be available post-award, we have used standard pricing from Microsoft for its Surface RT tablet at \$349, plus \$99 for a two-year replacement insurance policy on each device (\$50.00 deductible). This total hardware and insurance cost of \$448 is competitive, and will allow for consideration of alternate brands if so desired (Google ChromeBook, Apple iPad, etc.). Total: \$3,337,555.

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.

2,860.00 * 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.

The recurring cost to maintain the OSPERR system for use by the 120 families per year participating in the Deer Park pilot includes hosting, maintenance, and license fees as follows: \$2,500 per year hosting and maintenance \$360 license fee @ \$3 per family x 120 families per year \$2,860 total recurring cost, Deer Park CCSD If enough additional school districts express willingness and interest in subscribing to the Ohio Success Platform for Early Reading Readiness, we believe the cost of hosting, maintenance, and licensing for these additional Ohio districts can be kept at approximately the same levels for each participating school. Our assumption is that as many as ten additional Ohio school districts will express immediate interest in subscribing to this innovative program as early as September 2015. Our research indicates there are 114,592 kindergarten students in the state of Ohio in 2013. If 1% expressed interest in participating, an additional 1,000 students (nominally eight to ten school districts) may be reasonable to assume. We are confident that each participating Ohio school district will be able to realize cost savings that offset this expense without difficulty. Deer Park Community City Schools is eager to partner with TIER1 Performance Solutions and the State of Ohio in taking the Ohio Success Platform for Early Reading Readiness to school districts in other states around the U.S. The license fees, hosting and maintenance costs for participation by kindergartens in other parts of the country need to be determined, but the expectation is that this system can provide a source of revenue for the State of Ohio and its partners over time, including licensing/use fees to Deer Park for the use of instructional content developed by the school faculty.

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

14,000.00 * 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 expected savings resulting from the implementation of the Ohio Success Platform for Early Reading Readiness include the following: \$11,000. in reduced staff costs by potentially eliminating 1/2 FTE \$ 3,000. in expendable supplies that will be replaced with online content We anticipate these savings will increase as the program is utilized more efficiently over time. We also anticipate that other Ohio school districts should be able to experience similar savings each year if they use the OSPERR system.

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.

Sufficient funding is being requested to allow the Ohio Success Platform for Early Reading Readiness to be utilized by children from 120 families for two consecutive school terms (2014-2015, 2015-2016). After a child has completed kindergarten, they will continue to participate in the reading competency programs at Holmes Primary using hardware, software, and instructional materials available in the computer lab at school. Based on the success of the pilot implementation and the cost savings available through use of the OSPERR system, Holmes Primary anticipates continuing use of the program and self-funding the incremental costs per student (\$2,500 annual hosting/maintenance fee per school plus \$3 per student license fee), which Holmes Primary will self-fund. Funding to acquire additional tablets and provide internet access to new families after 2016 will need to be secured from alternate sources, if such additional hardware/services are chosen to be provided by Deer Park CCSD. Alternatively, families could provide their own internet access and devices for their children.

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): 01-02-2014

* Narrative explanation

The planning phase for development of the OSPERR pilot will begin on 01-02-2014, will continue through February, and will include the following activities and milestones: ? Overall Project Plan ? Requirements definition and validation ? Inter-team communication plan ? Detailed project schedule ? System Architecture Design ? High-Level Conceptual Design ? Detailed Design The project managers from each team (Educational Subteam (Holmes Primary and university-level SMEs), Software Development Subteam (Mindbox Studios), and Learning Management Subteam (TIER1 Performance Solutions)) will meet in January to establish key project milestones and a cadence call that will recur throughout the project The most precarious and negatively impactful problems that plague a pilot software development project like OSPERR are typically the result of communication breakdowns. The partner teams will meet regularly to ensure proactive handling of all issues that could prevent successful project completion, and will mitigate all problems in a timely manner. The teams who have agreed to join forces to build the OSPERR pilot are world-class experts in their respective domains, and are confident in their shared ability to build the solution described in this grant. The project manager for each team will serve as the escalation point for resolution of issues requiring such escalation. Ultimate responsibility for the success of the OSPERR pilot lies with Mr. Jeffrey Langdon, superintendent, Deer Park City Schools; Mr. Greg Harmeyer, CEO, TIER1 Performance Solutions; Mr. Joshua Johnson, CEO, Mindbox Studios.

Implement (MM/DD/YYYY): 02-01-2014

* Narrative explanation

The implementation phase of the OSPERR pilot will begin in January/February, overlapping the planning phase wherever possible, and will include the following activities and milestones: ? Learning Decision Tree Design (Holmes) - Jan ? Individual Learning Event Design (Holmes) - Feb-Apr ? Web App Development (Mindbox) - Mar-Jun ? Mobile Device Development (iOS and Android)(Mindbox) - Jul ? Assessment Design (Holmes)- Jan-Feb ? Assessment Development (Mindbox and TIER1) - Mar-Jun ? Learning Management System (LMS) Enhancements and Testing (TIER1) -Mar-May ? Parent Instructional Video Scripting (Holmes) - May-Jun ? Parent Instructional Video Production (Mindbox) - Jul-Aug ? LMS Content Integration (TIER1) - Apr-Aug ? System Testing (TIER1) - Aug-Sep ? System Maintenance (TIER1) - Oct'14-Oct'16 ? Pilot Hosting (TIER1) - Oct'14-Oct'16 ? Project Management (Holmes/Mindbox/TIER1) - Jan-Sep ? Student Device Procurement/Configuration (TIER1) - Sep ? Parent Training (Holmes) - Sep

Summative evaluation (MM/DD/YYYY): 10/01/2015

* Narrative explanation

Evaluation of the Ohio Success Platform for Early Reading Readiness will begin with the roll-out to the first 120 kindergarteners, and will continue on a daily, weekly, monthly, and annual basis throughout the pilot. Specific metrics, success measures, and measurable outcomes will be documented during the planning phase, and will be utilized throughout the pilot for continuous improvement of the OSPERR initiative.

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

By providing early reading readiness mitigation of deficiencies in our kindergarteners, the instructional team at Holmes Primary will be able to focus on ensuring each child receives the optimal result from their educational experience. While we will not be able to measure improvements in the third grade reading proficiency assessments of the students participating in this pilot for another three years, our expectation is that we will see significant, substantial decreases in the reading deficiencies demonstrated by these children. The professional staff at Holmes Primary will, as a natural extension of their professional engagement, modify the instructional practices used to teach these children, based on the results observed in the participating children's reading skills.

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.

The reading staff at Holmes Primary is ready for a 21st century solution, as demonstrated by regular recognition from the Ohio Department of Education for excellence in teaching ("School of Promise" for three years running; rated "Excellent" for the last six years, etc.) There are no off-the-shelf solutions that deliver the kind and quality of reading readiness assessment that our team knows is needed, so we want to build our own with your help. The team we have assembled is truly world-class, each team member a leader in their respective domain. We believe we are the right team to build this long-needed solution for the children and families of Ohio.

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

Yes

No

22. If so, how?

The Ohio Success Platform for Early Reading Readiness is being specifically designed as a pilot and proof of concept that can be replicated easily and affordably in other districts in Ohio. Deer Park CCSD and TIER1 Performance Solutions have agreed to collaborate to support distribution of the OSPERR system and related services to other districts throughout Ohio, should the ODE deem such distribution appropriate. Implementation in other school districts could begin as early as September 2015.

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

The inability of a child to read has been documented as one of the most debilitating handicaps a human being can have. The OSPERR solution has been conceived to proactively address this unnecessary limitation of human potential. We believe the substantial value and lasting impact of this project are immeasurable.

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.

The following specific benchmarks will be indicative of our anticipated success in regards to student achievement: By state definition, students performing below grade level expectation on state reading diagnostic assessments are categorized as "Third Grade Reading Guarantee" students. "Third Grade Reading Guarantee" students are identified and provided reading success plans called Reading Improvement and Monitoring Plans (RIMP). Effective Reduction in Third Grade Reading Guarantee Students identified building-wide: 15% of 2013-2014 kindergarten students currently identified Short-term goal is to decrease by 2% the number of students "Off Track" at the kindergarten level. Long-term goal is to continue the reduction at the 2% rate (closing the gap) of students as "Off Track" as they progress through the grades. High achievement scores per the PARCC assessment will evidence success of the OSPERR. Initial baseline data will be used in creating the benchmarking measure to establish the achievement level for the coming year. As this is a pilot year, a benchmark measure cannot be established until initial data is gathered. OSPERR evaluation reports will be produced and analyzed three times a year (fall, winter, spring).

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.

In reference to the timeline, evaluation of the Ohio Success Platform for Early Reading Readiness will begin with the roll-out to the first 120 kindergarteners, and will continue on a daily, weekly, monthly, and annual basis throughout the pilot. Specific metrics, success measures, and measurable outcomes will be documented during the planning phase, and will be utilized throughout the pilot for continuous improvement of the OSPERR initiative. The aforementioned benchmarks of achievement are all quantifiable in nature. Per the reduction of Third Grade Guarantee Students, this data is available by September 30, 2014. Improvement on benchmark scores will be evidenced three times a year (fall, winter, spring). Strong scores on the PARCC assessment will be obtained in March and April. The analysis of the OSPERR pilot and experience gained during deployment of the same will be shared with other education providers in Ohio. These measures would be student results, parental input via surveys, and responses from other school districts when given a written report of our results and findings from this pilot. The first measure will be that the system will be successfully tested and deployed in October and will be actively implemented by all 120 families participating in the pilot. The inability of a child to read has been documented as one of the most debilitating handicaps a human being can have. The OSPERR solution has been conceived to proactively address this unnecessary limitation of human potential. We believe the substantial value and lasting impact of this project are immeasurable.

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 Cynthia Stubenvoll, Treasurer, Deer Park Community City Schools 10/24/2013

