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Adjusted Allocation: 0.00

Remaining: -903,879.97
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: Redesigning Libraries

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.

3. Total Students Impacted:

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

   First Name, last Name of contact for lead applicant: Tori Herrera
   Organizational name of lead applicant: Goshen Local Schools
   Unique Identifier (RN/Fed Tax ID): 046342
   Address of lead applicant: 6694 Goshen Rd. Goshen Ohio 45122
   Phone Number of lead applicant: 513-722-2222
   Email Address of lead applicant: herrent@goshenlocalschools.org

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

   First Name, last Name of contact for secondary applicant: Dr. Tara Rossetol
   Organizational name of secondary applicant: New Richmond Exempted Village/ Locust Corner Elementary School
   Unique Identifier (RN/Fed Tax ID): 045559
   Address of secondary applicant: 3431 Locust Corner Rd. Cincinnati, Ohio 45245
   Phone number of secondary applicant: 513-752-1432
   Email address of secondary applicant: rosselot_t@nrschools.org

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.

   Matt Wagner Bethel-Tate Local School District William Bick Primary School 046318 101 Fossyl Dr. Bethel, Ohio 45108 513-734-2271 wagner_m@betheltate.org

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 consortium team is made up of three school districts, Bethel-Tate Local School District, Goshen Local School District, and New Richmond Exempted Village. The additional partners are the Clermont County Educational Service Center and the Clermont County Public Library branches in each community. The team members involved in this project are Matt Wagner, principal of William Bick Primary, Tori Herrera, literacy specialist for Goshen Local Schools, Tara Rossetol, principal of Locust Corner Elementary. The partnering entity members are Kasey Dunlap, language arts specialist at the Clermont County Educational Service Center and Chris Wick, Interim Executive Director of Clermont County Library. Each member of the team has had a distinct impact on implementing other large scale projects in their school districts. Bethel Tate is an Ohio Reads grant recipient. The purpose of the grant was to provide reading tutors for students who were struggling with learning to read. For the past five years, Bethel Tate has also been the recipient of the Ready Schools grant which focuses on the smooth transition from home to kindergarten and from grade to grade in the elementary schools. As a matter of fact, Bethel was one of the original nine schools to receive a Ready Schools grant. Matt Wagner has served as a mentor for schools new to the Ready Schools initiative. He has also served as a presenter and mentor for the Ready School initiative. While serving as a classroom teacher, Tori Herrera developed and organized the Third Grade Invention Convention for Goshen Schools. Over the span of three school years, six different students received national attention on the Ellen DeGeneres Show. Currently working as a literacy specialist, she has been heavily involved with curriculum revision K-12, providing professional development to teachers and support staff, implementing an intervention block in two elementary buildings, and serving as the coordinator of the volunteer programs in two schools. She began the Project MORE reading intervention program at Marr/Cook Elementary three years ago. The successful program was recently recognized by the Southwest Region of the Ohio School Boards Association as being one of three “Outstanding Volunteer Programs.” Goshen is also recipient of the Race to the Top grant. Tara Rossetol is currently the principal at Locust Corner Elementary in New Richmond and teaches graduate courses through Ashland University. In her seven years as a language arts consultant, and special education supervisor at the Clermont County Educational Service Center she provided numerous literacy professional development opportunities for teachers in the county dealing with best practices in literacy instruction. Her doctoral degree is in literacy and she continues to teach and provide in-service for county teachers. She implemented a professional learning community for the preschool teachers she supervised at the county and continues to provide guidance for the professionals in her building relating to implementing Ohio’s New Learning Standards through English Language Arts standards. The Clermont County Public Library provides access to free library services to the residents of Clermont County. The library provides access to free library services to the residents of Clermont County. The library has successfully coordinated an LSTA early literacy grant from the State Library of Ohio. Kasey Dunlap, language arts director, of the Clermont County Educational Service Center. Her primary responsibility is to support the rollout of ELA and alignment to the state standards. She has worked on several ODE projects including item review for the OGT, OPAPP content review, and is an ODE Network Regional Leader in ELA. She is co-director of the Ohio ELA Supervisor’s Network.

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.

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 research-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.

As schools align to the Ohio’s New Learning Standards, huge gaps in instruction have been revealed. Students continue to struggle with reading and writing informational text. Additionally, research skills have never before been assessed, therefore teachers are lacking in the training and resources to provide instruction in this area. While reading programs abound, there is a scarcity of materials and resources to teach foundational research skills to young children. To support classroom teachers in these areas, this project transforms the traditional elementary library into an active 21st Century literacy.
center with a variety of media, such as informational books, smart tablets loaded with educational Apps, laptop computers for word processing, and a touch screen TV to deliver lessons. This literacy center optimizes resources for students to increase reading skills as they engage in opportunities for reading informational text, vocabulary development, writing and researching during "library time." In order to develop the new literacy center, professional development will be provided to teachers in kindergarten through fifth grade, elementary library aids, and public librarians to ensure they understand the demands of Ohio's New Learning Standards, as well as, the demands of the Next Generation of Assessments. In addition, teachers will be trained on utilizing the new 21st century literacy center in their building. In order to achieve these goals, grade level development teams will be created to plan appropriate lessons and units for the research center. Teams will also compile resources by organizing and digitizing all of the informational texts in the literacy center, schools may reallocate fiction to the classrooms via book carts. Carts will be sorted by themes to support literacy circles or classroom units. Teachers may rotate the book carts to increase interest and motivation by providing "new" reading materials periodically. Providing these new opportunities will increase student achievement and will better prepare students for the demands of the Third Grade Reading Guarantee, while setting them solidly on the path for college and career readiness. This literacy center also creates a partnership between the schools and local public library. This literacy center will extend student learning beyond the school day through the availability of replicated technology and materials. Students will have access to research materials and have the support of the local public library staff. Parent involvement will be encouraged through training programs where parents will learn how to support their children in using the technology.

12. Describe how it will meet the goal(s) selected above.

- There are savings in technology costs Total savings: $304,928

- There are expected savings that may result from the implementation of the innovative project 16,165.25 * Specific amount of expected savings (annual)

- The expansion of our literacy programs in grades K-5 will increase student achievement. As our students become more proficient readers and writers, the demand for intervention services should decrease. Therefore, we are projecting to reduce the cost of tutoring by 10% beginning in the second year of the grant. In addition, each school district spends on average over $3,000 to purchase library books annually. This cost will be reduced through a one time purchase of e-books and other books. This purchase of e-books will help to eliminate the reoccurring cost of purchasing worn or lost books. In addition, the consortium is purchasing new technology, such as smart tablets, laptop computers, printers, and touch screen TVs. Purchasing these materials through the grant will allow the partnering districts to cut their technology budget over the next four years. The projected Savings per School District: $143,080

- If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

- 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.

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 Budget 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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

- 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): December 2013-May 2014

**Narrative explanation**

Once the grant is awarded in December, all of the stakeholders involved will receive communication from the site directors. A meeting will be set up to identify the development team, establish criteria for selecting presenters, and set agenda and location for training sessions, including the Summer Teacher Academy. In addition, tasks will be divided up and roles assigned. (January) The consortium will begin planning the development team training/work sessions in early January. Development team members will be notified of their role in this library redesign. The site directors will meet with the consortium to discuss their roles in the library redesign. (February) Site directors will meet with the technology coordinator to select technology resources and make purchases. (March) The Clermont County Public Library staff will be involved in working with the site directors to coordinate the role of the public library and to plan for training. The public library staff will also be involved in recommending nonfiction materials for the school libraries. Orders will be placed based on the recommendations of the public library staff and development team with input from the teachers, in consultation with Kasey Dunlap, the language arts director at the Clermont County Educational Service Center. Notification will need to be sent out to teachers as early as possible regarding the Summer Teacher Academy, so they can plan to attend. (April through May) Site coordinators will be involved in planning the structure of the professional development sessions that will occur at the end of June. During this time, site directors will also be working closely with the technology coordinator to plan the library reconfiguration involving technology. The key to a successful planning during this phase of the project is communication. There must be fluid, continuous communication between all of the stakeholders involved. This can be especially tricky working across multiple school districts. However, with today's technology resources this task has become much easier. We will continue to email, call, and video conference so we are all well informed throughout the entire implementation process. Another barrier that we may face during this planning stage is the availability of specific presenters because we are on a short time schedule. In the case that we are unable to secure a national presenter we have identified local qualified presenters whose schedule may fit ours including those at our local educational service centers.
Diagnostic testing will be administered three times per year. Students' progress will be tracked through this testing. In addition, research projects will be completed and used as performance assessments. The development teams will create a performance-based component to assess basic research skills to document student growth. Our primary intention is to raise achievement; we also hope to decrease the demand for intervention support allowing for the added benefit of cost savings. Although it is difficult to quantify, student motivation will be increased through engagement with informational text, e-books, and book carts.

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.

During the 2014-2015 school year, a variety of data will be collected through diagnostic testing in the fall, winter, and spring, formative assessments and performance based components that assess research standards. In addition to student achievement data, the consortium will be interested in the impact on teacher instructional practices, student engagement, and frequency of use of devices housed at the public library. Thomas R. Guskey's "Five Levels of Professional Development Evaluation" may be used to evaluate the effectiveness of the professional development sessions, as well. In order to coordinate the collection of and ensure the reliability of the data, the consortia will hire a project evaluator from University of Cincinnati that has expertise in the area of evaluation.

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. Tori Herrera, Literacy Specialist, Goshen Local Schools 10/21/13 |  |  |