

Budget

Goshen Local (046342) - Clermont County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (310)

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		221,500.00	34,221.75	70,750.00	41,000.00	447,730.00	0.00	815,201.75
Support Services		1,950.00	301.28	0.00	0.00	9,750.00	0.00	12,001.28
Governance/Admin		38,405.75	5,933.69	32,337.50	0.00	0.00	0.00	76,676.94
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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
<b>Total</b>		261,855.75	40,456.72	103,087.50	41,000.00	457,480.00	0.00	903,879.97
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-903,879.97

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: 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.

Students struggle with reading informational text and research skills that require deeper analysis of texts; however, elementary school libraries are not optimized to support instruction in these areas. The current library model is outdated in light of new demands for students to be on path for college and career readiness. Professional development for teachers in partnership with Clermont County Public Library transforms the traditional elementary library into a 21st century literacy center that is an extension of the language arts classroom, by leveraging resources to increase student achievement while reducing costs.

3178 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 (IRN/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: herrerat@goshenlocalschools.org

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

First Name, last Name of contact for secondary applicant: Dr. Tara Rosselot

Organizational name of secondary applicant: New Richmond Exempted Village/ Locust Corner Elementary School

Unique Identifier (IRN/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 (IRN/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 Fossil Dr. Bethel, Ohio 45106 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 Rosselot, principal of the 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 Rosselot 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. All ten branches promote Summer Reading in the schools which reaches more than 4,000 children each year. The library looks for opportunities to work with teachers by supplying classroom collections and curriculum support. 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.

**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.

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 connect the classroom to the new literacy center, professional development will be provided to teachers in kindergarten through fifth grade, elementary library aides, 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 using existing library materials, as well as, additional resources and technology purchased through the grant. As space is needed for new materials in the literacy center, schools may reallocate fictional texts 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 innovative project also creates a partnership between the schools and local public library to 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. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Student achievement- OAA test results traditionally show weakness in the area of informational text. Students have difficulty reading, comprehending and responding to informational text. More engagement with informational text, explicit instructions on reading and writing strategies will lead to higher performance in this area. Beyond the classroom, the partnership with the local public libraries extend student learning after school hours. The lessons that students will be working on at school will be replicated on the public library devices. This partnership creates an opportunity for parents to become more involved by providing access to school materials. Increasing parent involvement will have a direct impact on student achievement. Spending Reductions- Re-imagining the elementary library will provide significant savings to each school district. The increase in literacy programs, will have a direct impact on student achievement through the heavy focus on informational text, writing, and research skills. Beginning with the second year of implementation, intervention programs may be cut by 10%, due to fewer students needing reading support. Through the purchase of e-books and smart tablets, libraries will be able to reduce the amount of spending replacing worn or lost books and other materials. The largest cost savings will come from the purchase of technology equipment. The districts will not have to purchase as much technology in subsequent years. By upgrading the library, we are in essence adding an additional computer lab. This project should decrease spending for the three school districts involved by \$716,165.25, over the course of the upcoming four years. Utilization of Resources- Even with the advanced technology we have added to many schools across the nation, students still need personal guidance on using the ipads and resources available to them. They need direct instruction on the critical part of becoming a reader and making meaning of the informational texts they encounter. These teacher-created instructional modules that are to be loaded onto Learn pads will contain the vast words of the internet and allow teachers and librarians to guide students through selected research to enhance the quality of the informational texts the students encounter. The professional development will provide the pedagogical basis for writing such lessons and the delivery will be easily accomplished with enhanced viewing on state of the art technology that is "controlled" via the extended classroom setting. This serves as an additional learning opportunity--not a replacement for the reading and writing classroom as we know it.

#### 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.

The project budget is \$903,879.97. The Financial Impact Report is attached.

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

903,879.97 \* 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).

Each district will receive equipment and technology to establish 21st Century literacy centers. \$62,250 for 210 ipads/Learn pads \$216,000 for 180 laptop computers \$9,750 for 30 ipads/Learn pads for 3 public libraries \$52,500 for touch screen TVs, 1 per building \$105,000 for books and e-books \$5,980 for book carts for the libraries with limited space \$6,000 for printers and accessories Total equipment for consortia: \$457,480 Supplies to be divided among the seven schools: \$7,500 Materials for Centers/Stud. \$9,000 Licenses for software \$9,000 for training supplies \$7,000 Dashboards for Learn pads Total for Supplies: \$32,500 Instructional Staff: Developmental Team Training (30 teachers): \$15,000 for 5 days of substitute teacher fees \$45,000 for 4 days during the summer \$25,000 for 10 team members to attend the International Reading Association Conference \$36,000 for 2 hours of planning/curriculum work per week English Language Arts Teachers: \$85,000 for stipends for Summer Teacher Academy- \$500 per teacher \$8,500 for materials- \$50 per teacher \$29,750 for Ashland University credit Librarian Training: \$1,950 for Stipends- \$150 per person \$40,456.72 Total Retirement and Fringe Benefits Total for staffing costs: \$286,656.72 Professional Development: \$5,000- Five days (January-May) 2 presenters @ \$500 each Summer Teacher Academy training: English Language Arts literacy expert \$3,000, Technology trainer \$3,000, trainer for nonfiction text and writing \$2,500, Trainer to work with teachers on grade level lessons \$1,500, Librarian trainer fees \$1,000 Total for professional development: \$16,000 Project Administration: Project Director: \$13,500 for 30 days @ \$450 Site Directors (3 people): \$15,750 for 1 day per month January-May, 2 weeks in June for implementation \$ 1,800 for virtual meetings one hour per week Technology Coordinators: \$40,500 for 30 extra days of technology set-up- 3 people @ \$13,500 \$16,684.60 for Financial Agent 2% \$4,171.15 for Grant writer- 0.5% \$18,837.50 for Program Evaluator- 5% Total for Program Administrators: \$111,243.25

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.

0.00 \* 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.

This is a self-sustaining project. Library aides are already in school budgets, therefore there is not the expense of an additional staff member. Once the materials and technology have been purchased and professional development has been provided to the English Language Arts teachers, the cost to maintain the project will be minimal. Each district has technology coordinators and curriculum specialists to help sustain the project.

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

716,165.25 \* 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 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 re-occurring 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 expected savings per district is outlined below. Projected Savings per School District: Goshen Local School District: \$40,500 for reduction in tutoring services over four years \$6,257.25 for retirement and fringe benefits \$12,000 in literacy materials for the library \$143,080 in technology costs (\$35,770 per year) Total savings: \$201,837.25 Bethel-Tate Local School District: \$47,510 for reduction in tutoring services over four years \$7,340 for retirement and fringe benefits \$12,800 in literacy materials for the library \$141,750 in technology costs Total Savings: \$209,400 New Richmond Exempted Village: \$70,400 for reduction in tutoring services over four years \$10,878 for retirement and fringe benefits \$9,000 in literacy materials for the library \$214,650 in technology costs Total Savings: \$304,928 In all, this could mean a savings \$716,165.25 for the consortium over the next five years.

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.

Re-imagining the elementary library is a self-sustaining project because once the materials and technology are purchased, and the professional development is provided for language arts teachers, there will be minimal cost to maintain. E-books and smart tablets will allow books to be reused without the costs of purchasing additional replacement books over the years. Technology support will be provided over the upcoming years by the technology coordinators already on staff in each school district. Each school district will take on the responsibility of training new teachers using existing staff without additional costs.

#### 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): 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 consortia 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 building principals to discuss implementation and 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 developmental 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 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.

Implement (MM/DD/YYYY): January 2014 - June 2015

**\* Narrative explanation**

(January) Presenters will be selected to provide professional development during the January and June training sessions. The first development team session will take place at the end of January, which will be comprised of one teacher per grade level from each elementary school involved. The first meeting in January will be led by a literacy expert to ensure that the tasks created by the teachers in the future work sessions align properly with the rigor and expectations of Ohio's New Learning Standards. (February) The site directors and principals will discuss the necessary changes to the structure of the current library. Principals will elicit feedback from a committee of teachers regarding the redesign and re-purposing of the school library. During this time the function of the book carts will be discussed. (February-May) The development team will meet once per month to create lessons and units of study for the library. The lessons will align with the curricular goals of the classroom. (April) A training session will be scheduled for technology coordinators to familiarize themselves with the new hardware and software. (May) Grade level teams will decide on themes for the book carts, in addition to what other materials they would like added to them, such as books for literature circles. The site directors and principals will also analyze test results to collect baseline data regarding informational text. Representatives from the developmental team will attend the annual IRA conference to gather ideas for new resources and best practices. Members will debrief daily and plan to share during the Summer Teacher Academy. (June) Everything will be shipped to one central location, such as the educational service center where it will then be distributed to the districts involved. At the end of the month, the Summer Teacher Academy will take place. The first day will be designed for the development team, library aides, and the public library staff to meet and discuss implementation of the lessons, units, and new technology. During the month of June, the technology set up will begin. (July-August) Teachers that did not attend the Summer Teacher Academy will have access to the video of the training sessions to watch on their own time. (August) Teachers will be given an overview of the new library structure and purpose. Principals will go over the goals and intent of the new library. Open House will be the prime time to show off the new 21st century library to parents. Technology will be available for parents to try out. A brochure will be given to parents that highlights the features of the new library. In addition, schools will communicate to parents via school newsletter, social media, and on the district web page. (September) The local library may have a kick-off party to unveil the new library resources that align with the school library program. Librarians will conduct a presentation to inform parents about the partnership between the school and local public libraries. (August 2014-June 2015) Over 3,100 students will use the re-imagined school libraries to conduct research, read informational text in a variety of formats (books, e-books, magazines, etc.) use technology to compose, draft, and publish. In addition, students can use the technology to practice additional literacy skills. There are several barriers that we may be faced with during the implementation phase. Weather may be an issue with scheduling professional development sessions during the winter. We will need to have an alternate date set in case of a snow day. Presenters may not be able to reschedule days, so we might have to work with our Educational Service Center for them to provide the professional development. Another issue that may arise is the commitment of the teachers to attend a professional development session in the summer. We plan to offer them a stipend, college credit and materials to mitigate this issue.

Summative evaluation (MM/DD/YYYY): June 2015

**\* Narrative explanation**

Evaluation of the effectiveness of the new 21st Century Literacy Center will need to take place after the year of implementation. The site directors, teachers and principals will compare the scores on the baseline assessments to current test scores. They will also analyze student research projects to see how they performed on these performance based assessments from beginning of the year until June. Teachers will use formative assessment practices to check students' progress regularly throughout the school year. The consortia will hire a project evaluator from University of Cincinnati that has expertise in the area of evaluation.

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

Traditionally, our students have struggled with the informational text standard on the Ohio Achievement Assessment. With the rigor of the new standards and testing, it has become more evident that we must focus on this area of instruction. Time is always a scarce resource. By re-purposing the elementary library we are in essence buying more time for language arts instruction. Students will be using Learn pads or other smart tablets to research assigned topics of interest. They will have access to a plethora of information via informational books, magazines, e-books, and the internet. Students will also have access to work stations around the media center where they may be writing a draft, publishing their research, doing vocabulary work, working with a group of students using an app on the touch screen TV or writing a blog on a laptop computer. The library will transform from a subdued environment to a highly active, engaging learning center. Once our students develop their skills with comprehending informational text and writing well developed research papers, we will have fewer students in need of reading intervention. Under our current system, as many as 40% of students in participating buildings receive some form of additional reading intervention. We will be able to save money in this area, by the need to hire fewer intervention tutors. The Clermont County Public Library collaboration will provide an extension to the school day. Students will have a place where they can go to access the same technology and resources. Teachers typically collaborate with other teachers within their building, however, with this model we are shifting the paradigm to include collaboration across districts. The development team will create a wealth of materials that are vetted to match curricular goals. Once these lessons have been taught, teachers may collaborate with other teachers across districts to compare the results of the lessons and to make adjustments as needed. This may open the door to future collaboration and networking among teachers and students.

**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.

Increased academic demands combined with dwindling resources for school libraries (many no longer employ a licensed librarian) create a perfect storm for failure in elementary schools' efforts to support learners. In addition, many teachers have never taught research skills to elementary aged students and are now required to teach these skills to meet the demands of the New Ohio Learning Standards, as well as, the Next Generation Assessments, both of which have an emphasis on reading informational text and demonstrating research skills. (Writing strand standards 7,8,9 "Research to Build and Present Knowledge"). They too must learn new strategies, in order to teach these young researchers the skills they need to prepare them for the demands of the upper grades and beyond. Through this grant, a team of teachers from grades kindergarten through fifth and representative of seven different elementary schools, will work together to develop engaging lessons for the library aides to use in the library. The lessons and units will incorporate using technology to conduct research. Language arts teachers will be trained to effectively utilize the library to provide an extension of learning beyond the classroom. Each library will become an active research center, full of the latest technologies, materials, and possibilities. In addition to teacher training, students need more time on task to build their skills in reading and research. Research concludes that engaged time (time on task) is the single most important influence on academic achievement (Greenwood, et al, 2002). Unfortunately, classroom teachers are stretched for time to effectively teach the new standards. By transforming the school library, we can also transform the educational experience of students by creating more productive instructional time for students to engage in reading and research. Partnering with local public libraries is a natural extension of the many individual relationships that teachers forge with their public librarians. The collaboration between our school and public libraries to not only create materials and resources, but to also ensure that students have access to them both in and out of school supports our common goals of increasing student learning. As Susan Ballard, president of the American Association of School Libraries asks, "If you're not collaborating [with public libraries], why aren't you collaborating? The end result improves services for kids and makes them better researchers and lifelong learners." The project has the potential to impact students through parental involvement as well. Training sessions will be provided at the local public library to educate parents in the use of smart tablets and to educate them on how to help their child read informational text. When a parent is able to access school materials with his child at the public library, he becomes an active participant in his child's learning.

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

Yes  No

22. If so, how?

Schools that have traditional libraries and a desire for an updated 21st Century Literacy Center can replicate this project. With time and money schools across the state of Ohio can follow the lead of the Clermont County Consortium and re-imagine the purpose and function of the elementary library.

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

The library transformation will have a lasting impact on students. Currently, in most classrooms and school libraries, only one out of every four books is informational. In some buildings, there is an even greater paucity of informational text. With a shift in the ratio of fiction to non-fiction material available to our elementary school children, students will be engaged in the use of informational text at the level outlined in Ohio's New Learning Standards. Students will benefit from a strong foundation in research skills beginning at an early age. The impact of this project will extend beyond the walls of each school building. Teachers will be working closely with teachers from multiple school districts. This offers opportunities for teacher collaboration and networking outside of the school district. Since teachers are creating lessons to share at each grade level, discussion can take place after the lessons have been taught regarding the outcomes.

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.

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