<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries</th>
<th>Retirement Fringe Benefits</th>
<th>Purchased Services</th>
<th>Supplies</th>
<th>Capital Outlay</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>100</td>
<td>0.00</td>
<td>0.00</td>
<td>345,385.00</td>
<td>622,930.00</td>
<td>0.00</td>
<td>0.00</td>
<td>968,315.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>200</td>
<td>0.00</td>
<td>0.00</td>
<td>285,385.40</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>285,385.40</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>400</td>
<td>0.00</td>
<td>0.00</td>
<td>39,106.19</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>39,106.19</td>
</tr>
<tr>
<td>Prof Development</td>
<td>500</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>600</td>
<td>0.00</td>
<td>0.00</td>
<td>38,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>38,000.00</td>
</tr>
<tr>
<td>Safety</td>
<td>700</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>800</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>900</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>707,876.59</td>
<td>622,930.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,330,806.59</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -1,330,806.59
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: Trumbull County Partnerships for Early Literacy Success (TCPAELS)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

This grant will focus on student achievement and utilization of a greater share of resources in the classroom through developing a county-wide Pre-K to K transition system and enhancing the existing K-3 literacy consortium program. The essence of these innovative and revolutionary initiatives are building relationships, sharing information, and fostering continuity across settings to enhance school readiness and K-3 literacy in all nineteen districts county-wide.

10800 3. Total Students Impacted:

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

First Name, last name of contact for lead applicant: Pamela McCurdy, Curriculum Director
Organizational name of lead applicant: Liberty Local Schools
Unique Identifier (IRN/Fed Tax ID): 050195
Address of lead applicant: 4115 Shady Road Youngstown, Ohio 44505
Phone Number of lead applicant: 330-259-3929
Email Address of lead applicant: pamela.mccurdy@neomin.org

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

First Name, last name of contact for secondary applicant: Ann Marie Thigpen, District Administrator
Organizational name of secondary applicant: Howland Local Schools
Unique Identifier (IRN/Fed Tax ID): 050161
Address of secondary applicant: 8200 South Street SE
Phone number of secondary applicant: 330-856-8200
Email address of secondary applicant: annmarie.thigpen@neomin.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.

- Consortium Members Bloomfield Local 50966 Russell McQuade 440-685-4710 2077 Park Rd W, Bloomfield, OH 44450 russell.mcquade@neomin.org Bristol Local 50112 Christopher Dray 330-889-3882 P.O. Box 263 Bristowville, OH 44442 christopher.dray@neomin.org Brookfield Local 50120 Timothy Saxton 330-448-4930 614 Bedford Rd. S.E., Brookfield, OH 44403 tim.saxton@neomin.org Champion Local 50138 Pamela Hood 330-847-2330 5769 Mahoning Ave., NW, Warren, OH 44483 pamela.hood@neomin.org Girard City 44490 David Cappuzzo 330-545-2596 704 E. Prospect St, Girard OH 44442 david.cappuzzo@neomin.org Hubbard Exempted Village 45427 Richard Buchenic 330-534-1921 108 Orchard Ave., Hubbard, OH 44422 richard.buchenic@neomin.org Joseph Badger Local 51079 Dr. David Blair 330-876-8200 7119 St. Rt. 7, Kinsman, OH 44428 david.blair@neomin.org Labrae Local 50245 A.J. Calderone 330-898-1393 1001 N. Leavitt Rd., Leavittsburg, OH 44430 antony.caderone@neomin.org Lakeside Local 50187 Robert Wilson 330-637-8741 300 Hiltman Drive Cortland, OH 44410 robert.wilson@neomin.org Lordstown Local 50203 William Pfahler 330-824-2535 1824 Salt Springs Rd. Warren, OH 44481 William.pfahler@neomin.org Maplewood Local 50211 Perry Nicholas 330-637-7506 2414 Greenview Rd. Cortland, OH 44410 perry.nicholas@neomin.org Mathews Local 50153 Lew Lowery 330-394-2000 4434 E Warren Sharon Rd. Vienna, OH 44473 lew.lowery@neomin.org McDonald Local 50229 Kenneth Halbert 330-530-8051 1000 Iowa Ave. McDonald, OH 44437 kenneth.halbert@neomin.org Newton Falls Exempted Village 45567 Paul Woodard 330-872-5445 909 Milton Blvd. Newton Falls, OH 44444 paul.woodard@neomin.org Niles City 44449 Frank Danso 330-652-2509 100 West St, Niles, OH 44446 frank.danso@neomin.org South Range Local 50237 John McMahan 330-898-7480 2482 St. Rt. 534 Southwell, OH 44470 john.mcmanah@neomin.org Trumbull County ESC 50088 Michael Harshaw 330-505-2850 6000 Youngstown-Warren Rd. Niles, OH 44446 michael.harshaw@neomin.org Weatherfield Local 50525 Damon Dohar 330-652-0287 3750 N. Main St, Mineral Ridge, OH 44440 damon.dohar@neomin.org Community Partnerships Trumbull County ESC Bryan O'Hara - Robert Marino 330-505-2800 6000 Youngstown-Warren Rd. Niles, OH 44446 robert.marino@neomin.org H.A.P.P.Y. Homes Mary Beth Bush 330-847-1957 2402 Towsen Drive Warren, OH 44483 happyhomes@neo.r.com Psych Care Lorraine Kelly 330-759-2310 2980 Belmont Ave Youngstown, OH 44505 lkkelly@psychcare.com Perrino Consulting Early Childhood Advocate 330-505-9815 262 Youngs Run Drive Warren, OH 44483 pamperino@aoel.com Child Care Connection Tony Laughlin 330-376-7706 703 S. Main Street Suite 211 Akron, OH 44311 taloughlin@childcare-connection.org P-16 Council Stephanie Shaw 330-675-7563 414 Mahoning Ave Warren, OH 44483 bshaw@easternhigo16.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 lead applicant for this grant is Liberty Local Schools (050195) with the secondary applicant as Howland Local Schools (050161). 17 other Trumbull County school districts will be consortium members in this grant. This same consortium was recently awarded the Early Literacy and Reading Readiness grant in the amount of $244,000. Relationships among administrators and teachers from 19 districts were strengthened as the consortium utilized the Early Literacy and Reading Readiness grant funds to produce powerful products. These vibrant tools help support consistent teaching and monitoring of the K-3 reading standards. A portion of the scope of work can be viewed at http://www.trumbullesc.org/TECESCK-3Tool.aspx. The lead and secondary applicants represent the diversity of students in Trumbull County, including the economically disadvantaged population. Also, they provided exemplary leadership in completing the scope of work required in the aforementioned grant. Community partners were chosen because of their expertise and knowledge of public, private, and faith based Pre-K settings. The stakeholders have many alliances within the community and access to resources that will benefit and enhance this grant. Other partners were invited due to exemplary Pre-K to K transition systems that they effectively implemented.

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.

The disconnect amongst stakeholders such as families, social service agencies, Pre-K programs and elementary schools, which currently operate as independent silos, contribute to kindergarten readiness and literacy deficits as students progress through K-3. Longitudinal studies indicate that students who don’t read proficiently by third grade are four times more likely to leave school without a diploma than
proficient readers (www.aecf.org). The TCP4ELS will mandate the disconnect among stakeholders through the development of a Pre-K to K transition system to align experiences and practices to enhance existing K-3 literacy programs. This two-fold project will establish sustainable relationships by uniting and leveraging resources from each partner into a county-wide system to strengthen Pre-K to K transition.

Component 2: Pre-K to K Transition System According to the National Center for Early Learning and Development, research shows trajectories of school performance support social and academic success overtime. This program capitalizes on this research and existing successful Pre-K to K transition programs in 2 of our 19 districts. These district programs established sustainable relationships by uniting and leveraging existing resources to provide a successful transition into kindergarten. Children who participated in the Pre-K to K transition programs demonstrated significant gains in the area of literacy as measured by KRA-L scores compared to children who did not. These programs resourcefully established partnerships with stakeholders such as: TCECS, SST-5, Public Libraries, Health Departments, Family & Children First Council, Mental Health & Recovery Board, HAPPY Homes, faith-based and medical communities which enabled them to exploit the benefits of limited resources into an efficient and effective uniform program. These programs support the rigorous expectations of the Early Learning and Development Standards (ELDS) specifically related to literacy skills. Replicating and enhancing these programs within each district with continued relationship-building will result in improved county-wide kindergarten readiness. This evolutionary and innovative Pre-K to K transition system consists of grant modules 1-4 (Multi-Media Resources, i.e., e-books, webinars), Transition Fairs, Partnerships and Data-Sharing (i.e., TCECS Pre-K to K Transition form) Protocols to foster continuity across settings by: * facilitating stakeholder meetings * aligning transition resources (social service agencies, Pre-K programs and elementary schools) * developing and disseminating early literacy transition guiding materials as well as online resource to support shared resources, services, county-wide collaborations platforms, and data-sharing document creation. Data-sharing protocols will continue for each Pre-K to K transition phase as well.

Component 3: K-3 Instructional Literacy System The TCECS created a Leveled Literacy Intervention (LLI) consortium of 19 districts. During SY12-13, ninety K-3 teachers received LLI training. The success of this initiative resulted in increased student progress and requests for additional LLI training. Grant modules 5 (LLI Guided Reading) & 6 (Benchmarking/Intervention) will address this need. Replicating and enhancing the benefits of the LLI consortium, approx. 250 additional K-3 literacy teachers will receive training and materials to implement grant modules 5 & 6. Benchmarking drives the need to utilize the LLI program as an intervention/reading guided approach that provides daily, small-group intervention. These modules foster student literacy and continuity by: * scheduling Heimann LLI training on benchmark assessment, guided reading and intervention * monitoring progress by supporting principals and teachers through ongoing professional development * securing services from YSUJ for evaluation of TCP4ELS

In an innovative and consistent Pre-K to K transition system will allow each of the 19 districts to align county and community literacy opportunities for children. Expansion of excellent pockets of Pre-K to K transition and LLI throughout our county will provide for potential capacity-building and shared resources. Component 1-Pre-K to K Transition Program Full implementation shall occur by spring, 2015. At that time, 19 districts shall deploy and utilize grant modules 1-4 to build relationships, share information, and foster continuity across settings to enhance school readiness. This initiative of providing aligned transition strategies and ELDS resources will enhance and expose Pre-K children to literacy opportunities in the home, faith-based, public or private preschools and community partnership settings. To ensure the successful deployment of this component, grant facilitators and module managers will: * establish and strengthen relationships between Pre-K and K stakeholders to inventory and align community resources (partnership agreements with H.A.P.P.Y. Homes; PsyCare, Inc.; Perrino Consulting; Child Care Connection; Eastern Ohio P-16 Council; Youngstown State University) * host initial meeting between all stakeholders, uniting and leveraging existing strategies to create a uniform county-wide Pre-K to K transition system * review and observe existing, successful Transition Fairs to align experiences and develop a county-wide Pre-K to K transition system framework and deployment strategy * coordinate scheduling and facilitation of Transition Fairs for each individual district * off the plans of county-wide transition fair design and create multimedia products to support ELDS literacy (i.e., webinars, tutorials, e-books) * create data-sharing protocols (i.e., TCECS Pre-K to K Transition forms, KRA-L subset data, Kindergarten not-on-track data, etc.) * utilize TCECS’s monthly meeting with superintendents and administrators to inform and monitor component progress * coordinate with YSUJ for evaluation of TCP4ELS Component 2: K-3 Instructional Literacy System Full implementation of this component shall occur during SY 2014-2015. At that time, 19 districts shall deploy and implement grant modules 5 & 6, which include LLI Guided Reading and Benchmarking/Intervention. These 2 modules provide an intervention system that empowers teachers to provide individualized, powerful, daily, small-group literacy instruction. To ensure the successful deployment of this component, grant facilitators and module managers will: * organize K-3 LLI Guided Reading, Benchmarking and Intervention Training by Heimann provider * coordinate and facilitate the purchase and delivery of K-3 LLI Kits * develop a system to support quarterly liaison meetings * coordinate with YSUJ for evaluation of TCP4ELS

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.

14. What is the total cost for implementing the innovative project?
   1,330,806.59 * 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, RRT money, local 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.)

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.

16. Are there expected savings that may result from the implementation of the innovative project?
   1,330,806.59 * Specific amount of expected savings (annual project)

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

17. What are the current cost to successfully implement TCP4ELS is $1,336,006.59 and provides academic and shared resource benefits to over 10,000 students in our 19 consortium districts and partners. The cost per student is approx. $130. There are no recurring costs once the two components are fully implemented and sustained. With respect to the noted success of the existing two Pre-K to K transition programs, it is anticipated that within each district community and county partners will continue their commitment to support Pre-K to K Transition Fairs. Multi-media resources would be maintained through the services of the TCECS website, which is an existing shared service. Also, the established data sharing protocols will continue for each Pre-K - 3 grade level cohort of students. To sustain the LLI program, the trained personnel within each district would ensure ongoing integrity of the program by educating new personnel. The LLI materials are non-usable.

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 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 as 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.)
Component 1: Pre-K to K Transition System

For all Trumbull County stakeholders to be prepared for implementation of TCP4ELS, school districts must involve the families of Pre-K - K children to Transition Fairs. The largest barrier will be participation. Ongoing communication and partnership with all stakeholders will include the sharing of the grant, training requirements, timeline and follow up support. A Transition Fair will be designed to inform them of the program objectives and expected outcomes.

TCP4ELS (2014-2015) is a grant-funded project implemented in Trumbull County to prepare all Pre-K to K teachers for implementation of the Straight A Grant in the 2014-2015 school year, training will be offered during the summer of 2014. Teachers will take part in the benchmarking measurement, Guided Reading Leveled Literacy and Intervention Leveled Literacy Trainings during the summer months due to availability. The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.

The plan to mitigate this barrier is to offer multiple training sessions, including a half session for new staff. Monetary compensation will be offered to those attending during the summer months. As an additional measure, those not participating in aforementioned trainings will attend Pre-K Transition Fairs. The largest barrier will be the misalignment of their districts. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3.
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.

As indicated above, the specific benchmarks related to the grant funds are to improve academic achievement and to improve the sharing of resources. It is anticipated that since students are receiving more targeted pre-K and K-3rd grade literacy services, that student achievement will be measurably improved across the five year grant period. It is also anticipated that through data sharing and transition fairs, student needs will be more efficiently identified and remediated through shared resources and services. It is also expected by improved county-wide sharing of resources (including knowledge and experiences with LLI), that the educational community will become united in their pursuit of achieving the Third Grade Reading Guarantee. Additionally, it is anticipated that by facilitating the pre-kindergarten, kindergarten, social-services, and K-3rd grade stakeholders, that there will be a potential savings of money and resources across these entities. Specifically, it is expected that services and resources will not be duplicated, and that through data sharing efforts and transitional fairs, student/family needs can be efficiently identified and remedied. Since student’s academic and development needs will be identified through the collaborative services/data sharing, there is likely to be a financial savings in intervening for these needs at the pre-K level or earlier in the K-3rd grade period, rather than waiting until these children fail in school. Providing remediation, intervention, or retention after the student has failed may not sufficiently help these children to catch up and eventually meet grade level benchmarks. The traditional reactive approach is a more expensive remedy, so it is expected that the proposed grant activities will result in savings for stakeholders across the five year grant period.

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.

The proposed grant activities will evaluate specifically the impact on Academic Achievement and Utilization of a Greater Share of Resources across a five year period. In addition, evaluation will include evaluation of program fidelity and overall program outcomes. Specifically, evaluation activities will use all available baseline academic measures, including but not limited to prior year kindergarten pre-screening data, prior year high stakes testing results, frequency of intervention services across K-3rd grade levels, etc., across the five year grant period to track measurable changes. These changes can be assessed for each participating district at individual grade levels, and will be assessed across racial and socio-economic groups. Data will be tracked each quarter. If measureable impacts are not identified during any quarter, needs analysis will be conducted, results presented to the TCP4ELS advisory board, and subsequent interventions will be implemented to ensure that achievement gains are on track. Additionally, pre-K screening will be evaluated in an effort to discover if early literacy partnerships and transition fairs are having measurable impact on student preparedness for kindergarten entry. This data will be tracked annually across all participating districts, and will be assessed with consideration to student ages (birthdate), race, and socio-economic status. If measurable impacts are not identified, the TCP4ELS advisory board will provide guidance for implementation of additional interventions to ensure that gains are realized. It is expected that grant activities will result in student academic achievement gains across the five year grant period and will be statistically significant, and that the Third Grade Reading Guarantee will be fully realized for students in the TCP4ELS program. Utilization of a Greater Share of Resources: Usage data will be tracked for all proposed program activities. Specifically, child/parent/family participation in services will be gathered, and will include parent satisfaction/perception data. Additionally, utilization data will be collected from all stakeholders in an effort to understand usage and assess fidelity and efficiency of service delivery. Quarterly information will be tracked on the use of shared data protocols, multi-media resources, etc. The quarterly measures will facilitate the evaluation of the fidelity of program delivery and program effectiveness. These quarterly measures will be presented to the TCP4ELS advisory board and identified weaknesses will be addressed through improvement measures. Fidelity measures of the use of LLI will be collected by the reporting from regular administrative classroom walkthroughs. Program Outcomes: Overall program outcomes will be assessed in an effort to understand how the TCP4ELS has not only impacted the student achievement across Trumbull County Region, but in an effort to support the dissemination of all project components to educators and stakeholders across the State of Ohio. This Program Outcome report will be rolled out three months after the close of each academic year, and summatively at the end of the grant period. All data will be evaluated both formatively (quarterly) and summatively (end of year) during each year of the grant activities. The evaluator’s approach is best described as a CIPP model of evaluation (Stufflebeam, 1999). CIPP is a holistic evaluation approach that examines the context, inputs, processes and products (outcomes) of all activities and initiatives. Through this approach, the goals, resources, implementation and outcomes of the TCP4ELS impact on the education of pre-K-3rd grade students in Trumbull County can provide comprehensive information to all stakeholders about what is occurring, identify areas for potential improvement, and help to identify those partnerships and opportunities that can assist in the sustainability of these efforts.

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.