

Budget

Liberty Local (050195) - Trumbull County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (388)

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		0.00	0.00	345,385.00	622,930.00	0.00	0.00	968,315.00
Support Services		0.00	0.00	285,385.40	0.00	0.00	0.00	285,385.40
Governance/Admin		0.00	0.00	39,106.19	0.00	0.00	0.00	39,106.19
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	38,000.00	0.00	0.00	0.00	38,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	707,876.59	622,930.00	0.00	0.00	1,330,806.59
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,330,806.59

Application

Liberty Local (050195) - Trumbull County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (388)

**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 (TCP4ELS)

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.

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 50096 Russell McQuaide 440-685-4710 2077 Park Rd W N. Bloomfield, OH 44450 russell.mcquaide@neomin.org Bristol Local 50112 Christopher Dray 330-889-3882 P.O. Box 260 Bristolville, OH 44402 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 5759 Mahoning Ave., NW Warren, OH 44483 pamela.hood@neomin.org Girard City 44065 David Cappuzello 330-545-2596 704 E. Prospect St. Girard, OH 44420 david.cappuzello@neomin.org Hubbard Exempted Village 45427 Richard Buchenic 330-534-1921 108 Orchard Ave., Hubbard, OH 44425 richard.buchenic@neomin.org Joseph Badger Local 50179 Dr. David Blair 330-876-8200 7119 St. Rt. 7 Kinsman, OH 44428 david.blair@neomin.org LaBrea Local 50245 A.J. Calderone 330-898-1393 1001 N. Leavitt Rd., Leavittsburg, OH 44430 anthony.caderone@neomin.org Lakeview Local 50187 Robert Wilson 330-637-8741 300 Hillman 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 Greenville Rd. Cortland, OH 44410 perry.nicholas@neomin.org Matthews Local 50153 Lew Lowery 330-394-2000 4434-B Warren Sharon Rd. Vienna, OH 44473 lew.lowery@neomin.org McDonald Local 50229 Kenneth Halbert 330-530-8051 600 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 44495 Frank Danso 330-652-2509 100 West St. Niles, OH 44446 frank.danso@neomin.org Southington Local 50237 John McMahon 330-898-7480 2482 St. Rt. 534 Southington, OH 44470 john.mcmahon@neomin.org Trumbull County ESC 50088 Michael Hanshaw 330-505-2800 6000 Youngstown-Warren Rd. Niles, OH 44446 michael.hanshaw@neomin.org Weathersfield Local 50252 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 MaryBeth Bush 330-847-1957 243 Towson Drive Warren, OH 44483 happyhomes@neo.rr.com Psych Care Lorraine Kelly 330-759-2310 2980 Belmont Ave Youngstown, OH 44505 lkelly@psychcare.com Perrino Consulting Early Childhood Advocate 330-509-0815 262 Youngs Run Drive Warren, OH 44483 pamperrino@aol.com Child Care Connection Amy Laughlin 330-376-7706 703 S. Main Street Suite 211 Akron, OH 44311 amlaughlin@childcare-connection.org P-16 Council Stephanie Shaw 330-675-7563 4314 Mahoning Ave Warren, OH 44483 sshaw@easternohiop16.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/TCESCK-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 among 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 project will mend 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 initiative will establish sustainable relationships by uniting and leveraging resources from each partner into a county-wide system to strengthen Pre-K to K transition and K-3 literacy deficits. Component-1: 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 higher competencies in the area of literacy as measured by KRA-L scores compared to children who did not. These 2 programs resourcefully established partnerships with stakeholders such as: TCESC, 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 revolutionary 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., TCESC 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) \* designing common multi-media resources, transition fairs, partnerships and data-sharing protocols \* organizing/facilitating transition fairs \* monitoring communication and transition protocols \* securing services from Youngstown State University (YSU) for evaluation of TCP4ELS Component-2: K-3 Instructional Literacy Program Recognizing the Third Grade Reading Guarantee and K-3 literacy accountability, the TCESC 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 LLI training and materials to implement grant modules 5 & 6. Benchmarking drives the need to utilize the LLI program as an intervention/guided reading approach that provides daily, small-group instruction. These modules foster student literacy and continuity by: \* scheduling Heinemann LLI training on benchmark assessment, guided reading and intervention \* monitoring progress by supporting principals and teachers through ongoing professional development \* securing services from YSU for evaluation of TCP4

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. 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 transitioning 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 consortia 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 through the lens of the county-wide framework \* design and create multimedia products to support EDLS literacy (i.e., webinars, tutorials, e-books) \* create data-sharing protocols (i.e., TCESC Pre-K to K Transition forms, KRA-L subset data, Kindergarten not-on-track data, etc.) \* utilize TCESC's monthly meeting with superintendents and administrators to inform and monitor component progress \* coordinate with YSU 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 consortium 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, Benchmark and Intervention Training by Heinemann provider \* communicate and facilitate the purchase and delivery of K-3 LLI Kits \* develop a system to support quarterly liaison meetings \* coordinate with YSU 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.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

The financial impact template has been uploaded into #7.

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, 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.)

Component-1: PreK-K Transition Program (ACTIVITY /COST) Transition Development Coordinators (3 Coordinators) \$76,713.00 Webinar Development (up to 60 days) \$33,000.00 Transition - Data sharing document creation \$10,000.00 Transition Fair Rollout (19 districts) \$38,000.00 Component Managers (10) \$35,406.00 TCESC Supervisor Support (up to 20 days) \$13,000.00 TCESC Facility Fees (up to 20 days) \$2,000.00 Component 1 Total: \$208,119.00 Component-2: K-3 Instructional Literacy System (ACTIVITY /COST) K-3 LLI Kits \$553,630.00 K-3 Benchmark Assessment Kits \$69,300.00 K-3 LLI - Guided Reading Training \$72,800.00 K-3 Benchmark Assessment Training \$23,650.00 K-3 LLI Intervention Training \$75,075.00 Component 2 Total: \$940,305.00 Trumbull County Educational Service Center Support TCP4ELS Management (up to 20 days) \$11,000.00 TCESC Facility Fees (up to 15 days) \$1,500.00 Program Coordinators (4) \$37,766.40 Fiscal Liberty Local Schools \$67,116.19 Program Evaluation YSU (fixed cost) \$65,000.00 TCESC Support Total: \$ 182,382.59

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.

Upon full implementation of TCP4ELS, there will be no recurring costs. The project has been designed to be self-sustaining. The initial 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. \$130.00. There are no recurring costs once the two components are fully implemented. 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 TCESC 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-consumable.

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)

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

The TCP4ELS will capitalize and build upon existing structures related to shared resources, services, county-wide support and uniform deployment strategies. The program has been designed to save and prevent recurring costs for each of the 19 consortium districts. For example, if each of the 19 districts were to individually purchase their own Benchmarking and Guided Reading LLI training for Kindergarten teachers only, that would be a total cost of \$243,200. The consortium cost will be \$52,800. This is a savings of \$190,400. Similar savings would be expected for grades 1-3. Additionally, current district expenditures supporting remediation to meet the expectations of college and career readiness will be reduced by the benefits of the TCP4ELS.

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.

Upon full implementation of TCP4ELS, there will be no recurring costs. The project has been designed to be self-sustaining. The initial 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. \$130.00. There are no recurring costs once the two components are fully implemented. 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 TCESC 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-consumable.

### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/06/2014-10/30/2014

\* Narrative explanation

Component-1: Pre-K to K Transition System For all Trumbull County stakeholders to be prepared for implementation of TCP4ELS, school districts must invite the community entities to partake in professional development and transition training. The largest barrier will be participation. The plan to mitigate this barrier will be constant communication with stakeholders. Ongoing communications will build relationships 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. The following stakeholders fully participated in all aspects of the development of the TCP4ELS as evidenced by their participation in the planning of the project. Partnership agreements are attached for H.A.P.P.Y. Homes; PsyCare, Inc.; Perrino Consulting; Child Care Connection; Eastern Ohio P-16 Council; Youngstown State University. Existing communication structures including meetings, emails, and phone calls will remain in effect throughout the duration of the grant and beyond to sustain the components. Plan Jan. 6 - Oct. 30, 2014: \* Plan strategies to establish and strengthen relationships between Pre-K and K stakeholders to inventory and align community resources \*Design 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 of Transition Fairs for each individual district through the lens of the county-wide framework \*Design and create multimedia products to support EDLS literacy (i.e., webinars, tutorials, e-books) \*Review and revise data-sharing protocols (i.e., TCESC Pre-K to K Transition forms, KRA-L subset data, Kindergarten not-on-track data, etc.) \*Share planning progress at TCESC's monthly meetings with superintendents and administrators to inform and monitor component progress Component-2: K-3 Instructional Literacy System For all Trumbull County K-3 teachers to be prepared 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 Benchmark Assessment, Guided Reading Leveled Literacy and Intervention Leveled Literacy Trainings. . The largest barrier will be the participation of K-3 teachers in the Benchmark Assessment, 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 fall 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 during the course of the school year at the discretion of their district. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3. The communication that occurred during the application process revolved around who to train, what materials would be needed and quantity, how to provide ongoing communication and support to all stakeholders. Ongoing communications will include sharing the expectations of the grant, training requirements, timeline and follow up support. A Transition Fair will be developed to inform them of the program being implemented in kindergarten. Plan Jan. 6 - Oct. 30, 2014: \*Schedule and facilitate K-3 LLI Guided Reading, Benchmark and Intervention Training and order materials by Heinemann provider \*Develop a system to support quarterly liaison meetings \*Share planning progress at TCESC's monthly meetings with superintendents and administrators to inform and monitor component progress

Implement (MM/DD/YYYY): 01/06/2014-06/30/2015

\* Narrative explanation

Component-1: Pre-K to K Transition System During implementation of TCP4ELS, school districts must invite the families of Pre-K - K children to Transition Fairs. The largest barrier will be participation. The plan to mitigate this barrier will be constant communication with families. A variety of communication strategies will build and strengthen relationships with the families (i.e., accessing and leveraging public, private and in-home preschools, public libraries, health departments, Family & Children First Council, Mental Health & Recovery Board, faith-based and medical communities). The following stakeholders will participate in the implementation of the TCP4ELS. Partnership agreements are attached for H.A.P.P.Y. Homes; PsyCare, Inc.; Perrino Consulting; Child Care Connection; Eastern Ohio P-16 Council; Youngstown State University. Existing communication structures including meetings, emails, and phone calls will remain in effect throughout the duration of the grant and beyond to sustain the components. Implement Jan. 6 - June 30, 2015: \*Utilize resources from established relationships between Pre-K and K stakeholders \*Facilitate initial meeting between all stakeholders, uniting and leveraging existing strategies to create a uniform county-wide Pre-K to K transition system \*Facilitate scheduled Transition Fairs in each individual district following the county-wide framework \*Rollout multi-media products that support EDLS literacy (i.e., webinars, tutorials, e-books) \*Guide and support grant expectations at TCESC's monthly meetings with superintendents and administrators to inform and monitor progress \*Communicate continuously with YSU for evaluation of TCP4ELS Component-2: K-3 Instructional Literacy System The largest barrier will be classroom implementation and monitoring of the LLI Benchmark Assessment, Guided Reading Leveled Literacy and Intervention with fidelity. The plan to mitigate this barrier includes administrative participation in all trainings so they have a knowledge base to effectively utilize the Administrators' Tool: Fidelity of LLI Implementation. Additionally, as YSU deploys the processes and evaluation models, modifications or changes to the program will occur to meet program objectives. The stakeholders include all Kindergarten teachers in Trumbull County and select teachers from grades 1-3. To ensure ongoing communication and grant expectations, the following methods can be used: email, building leadership team meetings, teacher based team meetings, ongoing professional development and conferencing. Implement Jan. 6 - June 30, 2015: \*Teachers utilize LLI Guided Reading, Benchmark and Intervention with K-3 students with administrative support \*Facilitate quarterly liaison meetings \*Utilize protocols for data collection (i.e., TCESC Pre-K to K Transition forms, KRA-L subset data, Kindergarten not-on-track data, etc.) \*Guide and support grant expectations at TCESC's monthly meetings with superintendents and administrators to inform and monitor progress \*Communicate continuously with YSU for evaluation of TCP4ELS

Summative evaluation (MM/DD/YYYY): 01/06/2014-06/30/2015

\* Narrative explanation

Evaluation Jan. 6 - June 30, 2015: All data will be evaluated both formatively (quarterly) and summatively (end of year) during each year of the grant activities. 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. Quarterly information will be tracked to measure the fidelity of the program delivery and 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. 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. The largest barrier will be the consistent collection and sharing of data from the Pre-K to K Transition System and K-3 Instructional Literacy System from the 19 K-3 consortium districts. To mitigate this barrier, common data collection protocols will be established by primary evaluator, YSU. The stakeholders include all K-3 administrators, Kindergarten teachers in Trumbull County and select teachers from grades 1-3, YSU, public, private and in-home preschools, health departments, Family & Children First Council, Mental Health & Recovery Board, faith-based and medical communities. To ensure ongoing communication and grant expectations, the following methods can be used: email, building leadership team meetings, teacher based team meetings, ongoing professional development and conferencing.

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

The expected changes to the instructional and organizational practices are for every child entering kindergarten to be reading at grade level by third grade. This will happen with the guided reading/Leveled Literacy Intervention groups being introduced in kindergarten and carried through to third grade. Teachers will focus on benchmarking data gathered at the beginning of the year to form small differentiated reading groups to meet the needs of all learners where they are. Common language will be spoken to enable data sharing county wide to support students transitioning from one district/building to another.

**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.

This 19 district 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/TCESCK-3Tool.aspx>. 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](http://www.aecf.org)). Locally, children who participated in the Pre-K to K transition programs demonstrated higher competencies in the area of literacy as measured by KRA-L scores compared to children who did not. As a result, TCP4ELS has been designed to capitalize and build upon existing structures related to shared resources, services, county-wide support and uniform deployment strategies in a self-sustaining model. After the project budget of \$1,330,806.59 has been expensed, consortium members will have no recurring costs.

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

Yes  No

22. If so, how?

The Pre-K to K framework, transition fair materials and K-3 Instructional Literacy Program materials will be hosted and made accessible with appropriately aligned resources (i.e., ebooks, webinars, etc.) through the TCESC website and linked on all stakeholder websites for full replication. These links will contribute to the existing TCESC web-based line of products, which include K-3 literacy standards, goals, scales, essential questions, vocabulary, I Can statements, interventions, enrichments, and community resources to improve instruction and reduce the number of students identified as "not on-track." (<http://www.trumbullesc.org/TCESCK-3Tool.aspx>)

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

The long-term substantive value of the Trumbull County Partnership for Early Literacy Success (TCP4ELS) is a potential county-wide change in cultural expectations for Trumbull County's children. County-wide transition fairs, data sharing, and social-service partnerships can facilitate the successful transition of Trumbull County's children's entry into kindergarten and transition as students move throughout the county-area schools, so that student's do not lose academic momentum because of student mobility. Additionally, the proposed project continues to provide support for K-3rd grade students so that all students will have level-appropriate literacy by the completion of third grade. In addition, the program seeks to link partnerships across the pre-schools, kindergarten, social services to serve: 1. Children and families of preschoolers so there will be less overlap and redundant efforts, potentially saving money while providing pre-K children and their families with supports needed to be academically prepared. a. Cooperative services can be used to identify specific learning needs early so that children can begin intervention services prior to K-entry, b. Cooperative services can provide needed early intervention for delayed development or delayed academic preparedness; c. Cooperative services, such as data sharing, can provide schools with information to help with services/fiscal planning needs for upcoming years. d. Cooperative services can facilitate the development of pre-K children/parent support groups that can empower families to effectively participate in their child's preparation by providing a home that reflects the literacy rich culture of the community and the student's formal education. 2. Children and families of K-3rd graders so that ALL third grade students will fulfill the Third Grade Reading

Guarantee. a. Teacher professional development will provide educational professionals with the necessary training, support, and resources to successfully implement LLI. b. Teachers will have county-wide support in using resources and assessment data to target LLI to best meet students' needs and respond to any obstacles that develop. c. Teachers will be part of a county-wide community of educators who can offer LLI curriculum to all K-3rd grade students as they move to different schools throughout the Trumbull County community.

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 remedied 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, et cetera, 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 measurable 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, et cetera. 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 preK-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.

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: Stan Watson, Superintendent Pam McCurdy, Curriculum Director Liberty Local Schools 10/25/13