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Adjusted Allocation: 0.00

Remaining: -1,635,950.00
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: Appreciative Learning: A Strengths-Based Approach to Achieving Student Success

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 response to no more than three sentences.

   Throughout the integration of the Onion-Gillingham Approach and Project-Based Learning, educators will be empowered to level the playing field for all students, regardless of their language-based learning differences and/or socio-economic challenges. By building upon the strengths of our students and their families, we hope to achieve four key goals: (1) Protect young children against reading difficulties; (2) increase achievement in children who are dyslexic or having language-based learning differences, are low-achieving but are non-impaired, or are good readers, but whose skills can be strengthened; (3) increase the knowledge and capacity of all teachers to design learning environments that are dynamic, flexible, and fertile for student growth and achievement; and (4) develop informed parents who can become effective advocates for their child.

85. Total Students Impacted:

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

   First Name, Last Name of contact for lead applicant: Angela Thi Bennett, Esq.

   Organizational name of lead applicant: Oak Leadership Institute

   Unique Identifier (RN/Fed Tax ID): 012626

   Address of lead applicant: 8610 Hough Ave. Cleveland, Ohio 44106

   Phone Number of lead applicant: (216) 229-1700

   Email Address of lead applicant: angelathibennett@yahoo.com

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

   First Name, Last Name of contact for secondary applicant: Drs. Bennett & Sally Shaywitz

   Organizational name of secondary applicant: Yale Center for Dyslexia & Creativity

   Unique Identifier (RN/Fed Tax ID): N/A

   Address of secondary applicant: N/A

   Phone number of secondary applicant: N/A

   Email address of secondary applicant: Bennett.shaywitz@yale.edu

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable:

   Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Great Lakes Science Center Keystone Literacy National Association for the Advancement of Colored People (NAACP) Northern Ohio Branch of the International Dyslexia Association (NOBIDA) Res Ipsa Media

   Partnership and consortia agreements and letters of support:

   * 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.

   Angela Thi Bennett, as Superintendent of OAK Leadership Institute, will serve as the Coordinator of the Project. Ms. Bennett obtained her Bachelor of Arts, Juris Doctor and Master's of Business Administration from Case Western Reserve University. Prior to her current position as Superintendent, Ms. Bennett served as an At-Large Member of the Ohio State Board of Education. While a member of the SBOE, Ms. Bennett served as Vice Chair of the Achievement Committee and Chair of the Urban Committee. As Chair of the Urban Committee for the State Board of Education, Ms. Bennett led the charge issued by the General Assembly to develop recommendations to help turnaround persistently poor performing schools. In furtherance of that work, she was integral in developing partnerships with both internal and external stakeholder groups, from educators to physicians. In particular, she forged created relationships with the Health Foundation of Cincinnati, the Ohio Association of Community Health Centers, the Ohio Department of Health, the American Academy of Pediatrics, and the Ohio Association of Health Plans. The focus of this work was to identify academic and non-academic barriers to student achievement. In studying the non-academic barriers, the Urban Committee learned and shared with the full SBOE, through research and meetings with teachers, school boards, building leaders, families, and community organizations, that the physical/emotional health of a student has an impact on their ability to be successful in the classroom. In her prior experience as the Director of Community Development for the City of East Cleveland, she developed the Health and Development Committee (“Committee”) which was comprised of the Cuyahoga County Board of Health, Cuyahoga County Development Office, the Ohio Environmental Protection Agency, and the East Cleveland City Schools. This Committee was formed to engage the community in eliminating health disparities by identifying and addressing the social determinants of health. Through this Committee, the members collaborated to attain a Brownfield Redevelopment grant, a NOACA grant for a traffic safety study, two playspaces and $25,000 from KaBOOM! It was the work of this Committee that first brought KaBOOM! to the Cleveland area. It should be noted that this Committee has expanded and continued its work in East Cleveland. The Yale Center for Dyslexia & Creativity will serve as the Public Partner in this Project. The Yale Center for Dyslexia & Creativity serves as a nexus for research on dyslexia, and is as well a leading source of advocacy and information to better the lives of people with dyslexia. The co-founders of the Yale Center for Dyslexia & Creativity are Drs. Bennett and Sally Shaywitz. The Shaywitzes are world experts on reading and dyslexia. Bennett Shaywitz is a pioneer in the application of functional brain imaging for the study of reading and dyslexia in children and adults. Sally Shaywitz has devoted her career to helping children and adults with dyslexia; her research provides the basis for understanding the disorder. Together, they originated a widely accepted model of dyslexia that emphasizes the strengths seen in people with dyslexia. The Yale Center for Dyslexia & Creativity will train the teachers in the following reading measures: Woodcock Johnson Psychoeducational Battery - III. This test is made up of smaller tests (subtests) to measure different aspects of academic achievement. Each student's performance is compared to the achievement of other children at his or her age in the normative population.

**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:

Cleveland, Ohio is one of America's great cities, with a rich history of working class determined to persevere. Close to 400,000 citizens call Cleveland home, nearly five percent of which are specifically nestled within the midtown community known as Hough, a two-mile swath of economically challenged urban terrain. Hough is an almost exclusively African American neighborhood of 18,000 inhabitants.
C) SUSTAINABILITY

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

* 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, RTT 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.).

$50,000.00 RD Architects $1,329,000.00 Independent Construction Consultants $30,000.00 Keystone (PD) $3,800.00 Walk in the Shoes (PD) $90,000.00 Salaries for two Teachers (December - September) $24,000.00 Benefits $5,000.00 Yale (PD) $7,500 Subs (7 teachers / 10 days at $125 / day) $1,500.00 Sub Benefits $20,000.00 Assistive Technology $50,000.00 Video Recording Equipment $12,000.00 Infrastructure Upgrades $4,200.00 Summer Program Salaries $800.00 Summer Program Benefits $15,000.00 Documentary Filming.

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 costs 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?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) if there are no new/recurring costs, please explain why.

17. Briefly explain 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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

13. Financial Documentation - All applicants must 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 Template report considering 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 comparison.

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

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

1,635,900.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT 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.)

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) if there are no new/recurring costs, please explain why.

18. Briefly explain how the proposal 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.

OAK has the necessary commitment to sustaining our project beyond the one-year funding period. 70% of the staff is ready for full implementation and inclusion of all components of OG and PBL to move OAK to the next level. We are multiplying resources by developing well-trained staff who can meet the individual needs of as many students as possible. The community partnerships built from the Straight A Fund will provide a broader support system for each staff member as OAK seeks strategies to be more effective in literacy and integrated instruction. By training all of our staff in the integrated OG/PBL methodology, we can achieve full implementation of these instructional and organizational practices. It will become "what we do" and "how we do" who we are. While new staff members would need training in the integrated OG/PBL approach, it is our objective from this project to develop the capacity of our current staff members to conduct the training and provide the necessary coaching to support new staff members to ensure the fidelity of our current professional development for new teachers, and continuing education for the current staff members. For future funding to cover the recurring costs, the Project Team will develop and implement a Sustainability Plan.
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 the project.

**Proposal Timeline Dates**

Plan (MM/DD/YYYY): 12/18/2013

**Narrative explanation**

The Project Team will collaborate and coordinate the implementation of the Project, which will include establishing program evaluation measures, pretest/post-test measures, schedule of trainings/coaching, site development, and family/community engagement initiatives. Some barriers to successful implementation are: (a) projects can be time-consuming; (b) classrooms could feel disorderly, which can challenge the course; (c) the challenge can be a lack of information about the project's scope; and (d) it may be hard to design authentic assessments. In addition, teachers may find it challenging to balance giving students opportunities to explore their interests or covering state standards, allowing students to develop individual programs or providing students with one correct answer, and empowering students to direct their learning.

Implement (MM/DD/YYYY): 1/1/2014

**Narrative explanation**

Thus, we need additional support in order to implement the Project effectively while students may need help setting up and directing their initial inquiry, organizing their time to complete tasks, and integrating technology into their projects in meaningful ways. Also, teachers may need to develop new strategies for student assessment to ensure that all aspects of the instructional process-including technology, instructional design, content, teaching strategies, and classroom environment—are conducive to student learning. In addition, ongoing evaluation activities will determine the impact of learning with technology. The Project Team will host a community event to educate parents, families, and the community about the program. Staff members will participate in professional development trainings and standardized reading tests will be administered. Teachers will implement the integrated OG/PBL program with the support of trainers/coaches. Also, teachers and the Project Team will continuously evaluate the program and engage in continuous improvement efforts.

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

It will be important to build time into the daily schedule to allow teachers to collaborate and to work with their students. This may result in structural changes in the school day, including longer class periods and more time for team teaching and interdisciplinary work. For example, when students are working on long-term research projects for which they are making use of online resources (such as artwork, scientific data sets, or historical documents), they may need more than a daily 30- or 40-minute period to find, explore, and synthesize these materials for their research. OG/PBL is one approach to rethinking the school day in order to balance giving students opportunities to explore their interests or covering state standards, allowing students to develop individual programs or providing students with one correct answer, and empowering students to direct their learning. With the vast amount of resources available within Ohio to support PBL and OG, there is a tremendous opportunity for other schools to replicate our program.

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.

**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

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

**Yes**

22. If so, how?

With the vast amount of resources available within Ohio to support PBL and OG, there is a tremendous opportunity for other schools to replicate our program. In addition, OAK and the Project Team will make available to other schools the materials and resources used in the integrated OG/PBL program. The Project Team will provide resources to school administrators about the OG/PBL program, and invite other schools to collaborate with OAK to further improve the program. In addition, an outcome of this Project will be a documentary. In producing a documentary, other schools will have an opportunity to capture the development of our program through interviews with students, teachers and other stakeholders as well as classroom and small group observations. The documentary will highlight the impact that the Project will have on OAK’s students and the resulting impact on the families and greater community. Obtaining a high-quality education has much more meaning that merely scoring an A on the state’s report card. Obtaining a high-quality education is the difference between being empowered to make positive life choices or living a life of despair and hopelessness. For our children and their families, it's about an opportunity to live a high quality of life instead of limitations. What we at OAK see when we look into the faces of our students is the chance to truly make a difference, not just on the people we see today, but for generations yet to be born. Our students will one day grow up and have children of their own. What can we as educators do to ensure that the lives of generations yet to be born are given the opportunity to experience the “American Dream”? The answer is – everything within and beyond our power. We must “Overcome Anything for our Kids.”

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

By integrating OG/PBL, all students will be provided with an opportunity to experience success. Because of the multi-sensory approach to teaching and learning with the engaging learning style of PBL, students will be more likely to retain knowledge and have a deeper understanding. By achieving success, students’ self-esteem will also improve. The achievement of success not only has an impact on the student, but their families as well. The families at OAK experience a tremendous amount of social and economic challenges. Many of our parents do not have a high school diploma, so their experiences with school have been negative. Through the success of their children, the parents’ self-worth is also increased. This results in parents providing additional support and reinforcement at home. OAK has earned, through its project-based Family Night events, that parents want to support their children’s education; they just need the resources, guidance and support. Through parent education and community awareness initiatives, we are confident that we will garner additional support from our families and the Hough community of our efforts to develop change agents who will transform and uplift our community. Our students truly want to make a difference; and their parents take pride in the success of their children.

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.

By restructuring our current program, we expect to meet our goal of 100% proficiency by the end of five years. Also, by focusing on early intervention, OAK’s special education needs should decrease since...
we would be engaged in early identification and prevention efforts. By the end of the Straight A Fund period, all of OAK's K-3 and special education teachers would have completed the first level of OG training and begun the second level. OAK's 4-8 teachers would have begun the first level of OG training. In addition, all staff members would have been trained in PBL 101, 102 and Authentic Assessments. 3 of OAK's teachers would have completed training by the Yale Center to administer the selected standardized reading tests. For students in grades 2-8, we expect to achieve a measurable increase in fluency, comprehension and reading attention span. Our objective is that students will increase their reading skills by one to two grade levels by the end of the school year. For students in Kindergarten and 1st grade, we expect to prevent reading difficulties and have them prepared for be ready to "read to learn." For our special education students, our objective is to help them stay in their regular classroom with their peers, so they can continue learning in a least restrictive environment.

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.

OAK has partnered with the Yale Center for Dyslexia & Creativity to provide an independent evaluation of the Project, including evaluation design, data collection techniques, preparation of oral and written evaluation reports, and application of statistical procedures. The Yale Center for Dyslexia & Creativity will monitor performance of the program and evaluate its overall effectiveness. The "continuous evaluation model," rather than solely pre/post evaluation procedures, will be in place at all levels to ensure continuous feedback allowing for continuation of "successes" and necessary adjustments for improvement. The continuous evaluation will occur through a variety of mechanisms: (a) information communications among staff, trainers, coaches and community partners; (b) weekly staff meetings; (c) monthly professional development trainings; and (d) quarterly communications to the community and all collaborative partners and request for feedback. Staff will also complete a program evaluation stating the program strengths and any further improvements needed for the following academic year. The program evaluation plan will be based on quantitative and qualitative measures. The program evaluation plan will address both the implementation and on-going effectiveness of the Project. In determining the quality of the evaluation, we will consider the extent to which the methods of evaluator are thorough, feasible, and appropriate to the goals, objective, and outcome of the proposed project.

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. Angela Bennett, Superintendent. OAK Leadership Institute 10/24/2013