

Budget

Reading Community City (044693) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (97)

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	50,000.00	74,950.00	1,626,000.00	0.00	1,750,950.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	84,967.00	0.00	0.00	0.00	84,967.00
Prof Development		42,500.00	7,500.00	46,150.00	0.00	0.00	0.00	96,150.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		42,500.00	7,500.00	181,117.00	74,950.00	1,626,000.00	0.00	1,932,067.00
Adjusted Allocation								0.00
Remaining								-1,932,067.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Reading the for the 21st Century: Literacy Beyond the Third Grade Guarantee

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.

As pivotal 21st century skills, transcending all academic areas, reading and communication have tremendous impact on the future of all students' lives and community at large. The focus of this literacy project is a cost effective approach to ensure that every student is reading on grade level, applying established literacy skills across all content areas while incorporating technological skills suited to the 21st century. These goals will be accomplished by providing students with a large collection of engaging digital resources through the Ohio General Assembly-funded iLearnOhio platform. By initiating teacher professional development that relates to teaching 21st century reading skills, and providing an internet-ready device to each student (1:1 technology) funded from reallocation of traditional textbook funding to ensure sustainability.

7233 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Scott Inskeep

Organizational name of lead applicant: Reading Community City School District

Unique Identifier (IRN/Fed Tax ID): 044693

Address of lead applicant: 1301 Bonnell Avenue

Phone Number of lead applicant: 513-554-1800

Email Address of lead applicant: sinskeep@readingschools.org

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

First Name, last Name of contact for secondary applicant: Jeff Langdon

Organizational name of secondary applicant: Deer Park Community City School District

Unique Identifier (IRN/Fed Tax ID): 043851

Address of secondary applicant: 4131 Matson Avenue, Cincinnati, OH 45236

Phone number of secondary applicant: 513-891-0222

Email address of secondary applicant: langdon.j@deerparkcityschools.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.

Dr. Todd Burkitt, Superintendent Scioto Valley Local Schools Unique identifier 049130 1414 Piketon Rd, Piketon, OH 46661 740-289-4456 tburkitt@piketon.k12.oh.us Tyrone Olverson, Superintendent Finneytown Local School District Unique identifier 47332 8916 Fontainebleau Terrace Cincinnati, OH 45231 513-728-3700 tolverson@finneytown.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.

Reading Community School District As stated in its mission statement, Reading Community City Schools, an active and caring community, is to guarantee the development of all students as successful, life-long learners who become contributing citizens after graduation. This is accomplished by providing a challenging, comprehensive curriculum, best practice instruction, and extracurricular activities supported by an exceptional staff in partnership with parents and community. Reading serves 1,669 students across PK-12, with state report card rating of excellent with distinction, an attendance rate of 94.5%, and graduation rate of 80.2%. Scott Inskeep, Superintendent, Reading CCSD has been the superintendent of Reading Community City Schools since 2002. Prior to becoming the superintendent of Reading, Inskeep served as a school principal in the district. Inskeep has successfully established a middle school and implemented a 1:1 mobile device program in the district for grades 6-12, involving stakeholders in all aspects of the program. He has successfully implemented several grants including RttT, 3rd grade guarantee and is respected by colleagues as implementing, coordinating and monitoring creative and innovative changes to improve education. Jeffrey Langdon, Superintendent, Deer Park CCSD is a dynamic educational leader with over 18 years of experience in public education was appointed Deer Park superintendent in 2012. He leads the District's strategic efforts in collaboration, innovation and increased student achievement. This strategy includes vision focused professional development initiatives for effective teaching, standards-based assessment and reporting, and continuous improvement based on data driven results. Jeff began his career in the Oak Hills School District as an elementary Language Arts and Math teacher. After five years in the classroom, he served as an assistant principal at Delhi Middle School for three years. He was then promoted to principal of Bridgetown Middle School, serving in that role for three years Jeff was next promoted to central office admin in Oak Hills, where he served as the district as Director of Curriculum and Instruction. Tyrone Olverson, Superintendent Finneytown Schools has 10 years of experience as an administrator, he is currently the superintendent of Finneytown School District. Tyrone has served as the director of K-12 curriculum and instruction and in numerous admin capacities including high school, junior high school, elementary, and high school assistant principal. IQ Innovations IQ Innovations is Reading's partner for the grant. In addition to providing the district's Learning Management System (LMS), IQ has led statewide technology initiatives in California (CaliQity), Ohio (iLearnOhio), and South Carolina to enhance online and blended learning. The role of IQ is to act as the contractor between districts and vendors to direct content licensing and payment, and ensure content is loaded effectively and efficiently on the iLearnOhio platform. Greg Dye, Vice President, Operations he has 20 years of experience in IT systems development and implementation, business management, operations, quality assurance, customer service and project management. He has a proven ability to select, train and lead cross-functional teams to achieve goals on time and on budget from large scale enterprise-wide ERP builds and implementations to small business 3rd party software configurations. Thomas Reed is the Director of Research and Assessment for Reedeus.com, Mr. Reed promotes the successful planning, implementation, monitoring and evaluation of evidence-based strategies in preK-12 education throughout Ohio and the US. Teacher, facilitator, lecturer and leader, he has been supporting personal and professional improvement through scholarly research, data analysis, effective planning and precise measurement of standards-based outcomes since 1985.

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.

Problem: Reading is the enabling skill that crosses all academic disciplines with ramifications throughout an individual's life time. "It is common knowledge that reading is the fulcrum of academics, the

pivotal ability that stabilizes and leverages children's opportunities to learn and to become reflective, independent learners" (Kameenui, 1998). Poor reading skills are pervasive among high school drop-outs, prison populations, and welfare recipients. Poor reading skills are also associated with lower income and higher unemployment (Werner, 1993). Fifty-five percent of consortium students qualify for free/reduced lunch. Research indicates that students from lower-income families are significantly less likely to have age-appropriate books in the home, internet, mobile devices and will have smaller vocabularies compared to their more affluent peers, thus exacerbating achievement gaps. This research provides the rationale for this proposal to provide increased reading experiences to K-5 students at school and at home via mobile devices during this critical window of reading skill development. In a geographic location where the districts in the consortium are surrounded by affluence, and students in other districts have multiple mobile devices and non-school advantages at home, one-to-one computing levels the field of opportunity. By access to devices, information, media-supported learning resources students will engage in reading and increase achievement. Solution: Our schools need to consciously embrace that students are digital natives who participate in countless activities in a digital format. To these students, traditional books appear boring which contributes to lack of reading engagement. Today's digital books have interactive features such as streaming video, audio and text readers allowing younger or struggling students to follow along as the device reads to them. Participating districts will provide mobile devices to all students in K-5, thus leveling the technological playing field for many students, who without their own devices, had to share devices in a lab setting. The 1:1 ratio will also ensure that students will be technologically proficient for the incoming PARCC assessments. IlearnOhio, a free learning management system (LMS) provided by the state, will make digital books available to teachers, students, and their families. Students will use the device within the school day to read during individual, or group sessions and at home for leisure or homework. In the case of younger students, parents and children will be able to read together. With the magnitude of available titles, students and teachers will easily find books matching student interests and reading level[S1] s. Teachers will be responsible to work with students to teach them how to properly use their device and outline parameters for product care. All K-5 teachers will receive additional professional development (PD) which will focus on technical literacy, digital pedagogy, and strategies focusing on engaging students and their families in reading. Parents will also participate in device training at parent nights, parent teacher conferences and online training modules. This training will provide the understanding of how to best use the features of their children's device and offer pointers on how they can read together with their children. Reading CCSD instituted a 1:1 program this year in grades 6-12 and will be the consortium lead in providing and/or arranging PD. The superintendent will also provide technical assistance and leadership with consortium districts in such areas such as how to involve parents and the community in the project, communication strategies, and the latest mobile device related research.

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. When students are provided multiple engaging opportunities to read, at school and at home, fluency and comprehension improve. With increased reading comprehension skills, academic achievement improves. Mobile devices will enable the district to provide an avenue of reading that is congruent with how children interact with digital media in their day-to-day lives. Since digital textbooks look and feel congruent with what students are accustomed to interacting, districts will be able to compete with the myriad of distractions students encounter. Neurology research indicates the following, "Our brains become accustomed to a certain level of stimulation (media-and technology-immersed) kids are multitasking and stimulated in a certain way outside of school, it's hard for traditional learning models to compete." (Small, 2013). In implementing a 1:1 iPad program for grades 6-12, Reading Community City Schools has seen significant cost savings in paper and copying. With the addition of the digital titles through Ilearn Ohio, there will be a reduction in the amount spent on supplementary book purchases for classrooms and the library, and fewer lost books. The Reading Community City Schools superintendent will act as the lead for this project. Drawing on his experience gained from the grades 6-12 iPad program in his own district he will mentor and guide the other superintendents in the consortium by sharing quantifiable strategies to cut costs, such as having a 3-year lease with Apple, using e-rate dollars to ensure WiFi capacity on school campuses, leveraging General Electric to provide a \$365,000 grant, etc. With this leadership, money will be saved in all districts. With mobile devices available to each student and teacher, free content available to teachers through IlearnOhio, the districts may eventually realize blended classrooms as they move into the 21st century skill of technological literacy. In a five-year forecast, there will be savings in textbook purchases.

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.

N/A

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

1,932,067.00 * 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, 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.).

Total Project Cost: \$1,932,067. The primary source of funding will be the Straight A grant funds awarded. In years 2015 to 2018, districts' general operational revenues may be utilized for additional license materials. Costs in the budget include license fees for access to high quality children's literature through the IlearnOhio Marketplace for each district. Each district is choosing an amount in their budget to purchase literary materials for students in K-5 to read at school, at home and in the community. The titles will be made available through the IlearnOhio Marketplace, with titles available for purchase to all Ohio school systems through the statewide platform. The cost of purchases through the IlearnOhio platform is \$74,950. At the district level, consortia members have included the purchase of mobile devices for each student and teacher for grades K-5 at an estimated cost of \$500 per unit totaling \$1,546,000. Additionally some members have included the cost of technology infrastructure upgrade to give their students Wi-Fi access to IlearnOhio and the internet at an estimated cost of \$80,000. Training for use of the IlearnOhio is available through IQ Innovations "train the trainer" model. Cost for shared live half day PD session for the districts is estimated at \$2,500. Additional PD costs at the district level are estimated at \$92,650, which includes various costs from the districts including salaries and benefits, stipends, and purchased services. Additionally, expenses incurred in communications to disseminate information about the program at the district level to staff, parents and teachers is provided at an estimated cost of \$1,000 at the district level. Program evaluation will be provided by an external third party to ensure objectivity; cost is estimated at \$30,000. The project budget also provides for the administrative fee of 4.6% or \$84,967 allocated to the lead applicant for project coordination and administration.

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.

Replacement of mobile devices will reduce copying, paper, literature materials and library books.

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

45,000.00 * 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.).

1. Less paper and copying 2. Reduction in purchase of library books 3. Reduction in purchase of supplementary literary materials for the various reading levels of students in the different grade level classrooms - from intervention level to enrichment level 4. Future reduction in textbooks offset by the 5-year textbook purchases

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.

Project will be self-sustaining because cost reductions will be realized with every staff member and student utilizing a mobile device. Cost Reductions will offset the equipment breakage, loss and obsolescence in the following areas: 1. Less paper and copying 2. Reduction in purchase of library books 3. Reduction in purchase of supplementary literary materials for the various reading levels of students in the different grade level classrooms - from intervention level to enrichment level 4. Future reduction in textbooks offset by the 5-year textbook purchases

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): 12/01/2013

* Narrative explanation

Upon receipt of the award districts will formalize their individual action plans for planning, implementation and evaluation. This may be done in a consortium meeting to remove a potential barrier that not all individuals have the same degree of technical expertise or background in the digital world, selection of devices, etc., so that the leadership groups may continue to learn from each other. The planning timeline will vary slightly within each of the partner school districts, but each "Action Plan" will include: Communication: Upon receipt of the award, districts will continue planning the key elements implementation such as communication with all stakeholders in the district which includes board members, parents, teachers, students, and community groups about the new K-5 Digital Literacy program. Communication planning will address the need to become competent in the digital world as a 21st century skill, the need for parental involvement at all stages of their child's

education, and the benefits. Device selection: Planning will also include meetings with the consortium members as well as stakeholders within the districts to research the most appropriate mobile devices for the age groups of the students. These meetings to research the technical will also include the parents of students K-5, or focus groups may be held to garner their support regarding the devices chosen and remove any potential barriers. Professional Development: Key to any successful implementation is the understanding of the "what, why and how" which will be addressed in the professional development activities, after a needs assessment of current comfort levels and technical needs. Further removing any barriers of teacher resistance to the change will be their integral part in planning the professional development at each district. The professional development plan completed with the stakeholders could include F-2-F, blended, offering a model of supports and services to teachers. Parent Training and Orientation: With the selected device to be used also in the home for reading with parents, reading for pleasure, it is necessary for parents to feel comfortable and competent also. Each district will determine how this will be provided, at what grade levels, and in what manner through PTA, Parent Nights, in the various elementary buildings. Individual parent teacher small group conferences may also be held.

Implement (MM/DD/YYYY): 01/06/2014

* Narrative explanation

During implementation communication channels with stakeholders will occur through the following channels: Parent Nights at the schools, Parent/Teacher conferences, district web sites, etc. ? Purchase of the device chosen by committees Teacher PD will also be provided to all faculty members concurrently with the purchase of devices. PD will include online modules delivered through the iLearnOhio. Parent online training modules complete Consortium Leadership meeting to discuss successes and opportunities, learning from each other February 2014 ?District technology staff will prepare devices for student deployment (setting up wifi, security, putting devices in shatter-proof cases) Selection and implementation of Pilot group. The Pilot group may be different within each district: a classroom at each grade level, or an entire grade level, or selection of smaller groups of volunteer teachers and parents. ?Selection of titles to be loaded into the iLearnOhio platform (committee varies by district, could be Curriculum committee, or teachers, or combination of teachers, parents & administrators. ?Parents in Pilot group provided training to use the device ? Consortium Meeting and Progress monitoring March 2014 ?Implementation of Pilot Group ?Student training in the devices is part of the implementation ?Additional parent training offered to next group to be selected for implementation ?Consortium meeting & progress monitoring April 2014 ?Evaluation of pilot group through parent meeting(s), focus groups, teacher input is ongoing and constant ?Revision of full implementation plan dependent upon the results of the pilot ?And/Or roll out of next group/grade level depending on the district individual plan May 2014 ?Roll out to another grade level or group with revisions from above evaluation June 2014 ?Evaluation begins and determination as to summer use of devices by district for summer school, leisure reading in the summer, i.e., to reduce regression over the summer months (Please note that within each district the specific time lines and implementation may vary in that if there is great success, the timeline may be moved up)

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

* Narrative explanation

The summative evaluation of the project will include the state summative assessment scores in the spring as well as district assessments and progress monitoring to measure individual student growth. Grades K-3 will continue the quarterly progress monitoring and show increases in fluency levels. Grades 4-5 will show increased fluency as well as comprehension based on short-cycle assessments and end of unit tests. Comparisons will be made with growth from earlier in the school year, without the mobile devices at home. Evaluation will also include surveys of parents, students and teachers, as well as focus groups. Throughout the project as well as part of the summative evaluation practices from classrooms, individual students, teachers and parents will offer testimony and provide suggestions for improvement. Barriers: The barrier that could occur during the implementation phase is the learning curve as teachers and students have difficulty transitioning from physical books to digital content. Timidity with the devices may occur with students, parents and even teachers. However, these barriers will be overcome through ongoing PD, focus groups and open dialogue with all. Another strategy that the group has discussed to address any unforeseen barriers is that as part of the overall communication plan, focus groups will be held periodically with stakeholders to discover any issues that must be addressed, including needs such as additional training or student difficulties with the devices. The focus groups will provide actionable information to eliminate the potential barriers of lack of communication or fear of change or incompetence with technology.

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

Expected changes within the institutions are many, but one of the most significant will be a change in the culture as the schools move from paper worksheets, workbooks and textbooks to a digital environment. Within this cultural shift will be the fact that all staff and students will have devices in their hands and access to the world - to the rich, robust resources available through digital media that previously, or in their homes, may not have been accessible. The culture changes as a result of the following groups that are vital to the organization: Students will be actively engaged in the learning as they will be using the same type of media and technology used in their day-to-day lives from a collection of books with sufficient breadth to capture each student's interests. There will be an increase in reading achievement based on assessments provided both by the district and the state. The expectation is that improved reading skills will translate to improved achievement in other academic areas as supported by research. Parents will also be engaged with the opportunity to participate in device training at parent nights, parent teacher conferences and online training modules geared towards them. This training will provide them with the understanding of how to best use the features of their children's device and offer pointers on how they can read together with their child. Teachers will embrace the technology and begin to use a blended model of instruction further engaging their students. Teachers will also avail themselves to the free content through the iLearnOhio platform. Teachers will share ideas not only with teachers in their building, but with the teachers in the consortium group and across the state. A professional learning atmosphere will be evident as teachers learn to become as adept as their students with technology. As a result of the PD and support throughout the project the teacher culture will change as they embrace the technology and realize the improved reading skills of their students. As a result of the PD teachers will be able to facilitate a deeper understanding through meaningful and individualized instruction as students work on their own level at their own pace. Another expected change in organizational practice will be the true implementation of Professional Learning Communities through all of the planning and implementation of this grant, they will flourish. Through the consortium of teachers in the other districts it is expected the larger PLCs will increase teacher knowledge and expertise. ? A cultural shift will also occur as parents and teachers work together in a new area, and regularly communicate through the technology.

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.

Digital instruction has the potential to transform learning and eliminate the status quo as students have access to high quality content. They will be able to learn at their own pace in their own learning style, which will maximize their chances for success in school (Digital Now, 2010) Educators have long known that "one size does not fit all," and yet we typically have one textbook, at one instructional reading level for that particular grade; and wonder why the students who are not at level struggle and other students are bored, and both may become behavior problems in the classroom. Technology allows us to give students what they need, when they need it and how they need it. Research is clear that students who have access to literature at home, and read often, not just at school, develop fluency skills faster resulting in strong comprehension skills which traverses academic skills. "It is common knowledge that reading is the fulcrum of academics, the pivotal ability that stabilizes and leverages children's opportunities to learn and to become reflective, independent learners (Kameenui, Simmons, 1998). The National Center to Improve the Tools of Educators, 1996, indicates that 1 in 6 children "will encounter a problem in learning to read," and this will become evident in the first three year years of school. For students who are struggling readers and at risk of being labeled "Learning Disabled" due to their inability to gain meaning from the printed word, research from NRCLD (2005) indicates that if interventions occur early, and one of those is reading with parents at home, the trajectory will change, and students will achieve reading proficiency. With the 1:1 program interventions will occur individually and reading will be at their instructional level, decreasing frustration and increasing fluency and comprehension. Further, recent research indicates that student access and use of technology was a "consistently positive predictor of students' reading and mathematics scores (Shapely, p.48, 2010). With 1:1 students have ready access to digital content, at their level, in areas of their interest. The following excerpt from the Reading City Community Schools website speaks to engagement of students: iPad Program Kicks Off. The Reading School District has launched a one-to-one iPad program for grades 6-12.... "teachers have put them to use right away. The level of student engagement, instruction, and activities I have observed already would never have been possible without the technology we now have," shared Reading Middle school Principal, Bob Longworth. Financial savings will also occur as there will be no need to purchase multiple texts at various reading abilities for classrooms, as well as the library. Savings will also occur in the maintenance of copy machines and paper, as students will utilize their tablets for supplementary materials. Eventually as teachers begin to utilize blended learning more, research and the need for some supplementary textbooks for research will also disappear.

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

Yes

No

22. If so, how?

The districts are developing Project Action Plans to implement cautiously, learning from the lessons of poorly executed 1:1 device programs such as the Los Angeles Unified School District's recently suspended iPad program (Cavanaugh, 2013). The Plans will be shared with districts through the evaluation and as an outcome of receiving the grant information will be available through the ODE website or CCIP Library. Information to be shared with the state include evaluation of student devices, training, best practices from the program, time lines, and the communication plans used by the districts in an effort to be a model for others embarking on the digital journey. Also, all Ohio school districts will have access to the Children's Literature titles through iLearnOhio. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and a learning management system (LMS).

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

Value and Sustainability: The current proposal presents an exceptional opportunity not only for the consortium districts, but to all school districts in Ohio. By reducing the need for textbooks, iLearnOhio will act as a resource for reading materials, which will allow students access to materials at school or home via internet. This library of e-materials will expand each district's ability to supply their teaching staff and students with a variety of reading materials to ensure that each child can access materials that match their level and interests. This will also assist with parent/family engagement because these electronic resources can be accessed from any web-browser increasing access to books in the home which is associated with better academic outcomes. After the initial grant period ends and the systems are robust, all Ohio K-12 schools and districts can participate in the e-library using iLearnOhio.

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.

The long term goals that align with the grant include: Improved reading scores, each student on grade level by 4th grade as measured by district and state testing Decreased spending on library books, textbooks, paper, and copying Increased family involvement In order to achieve these measures of success, all participating districts must annually track progress on a series of short-term indicators toward meeting these long-term goals. To that end, the focus of the Straight A grant is congruent with measuring benchmark progress on these indicators. Specifically, districts will track progress on the following indicators: Percentage of students retained due to the third grade reading guarantee, reading achievement as measured by the State of Ohio achievement assessments in grades 3-5 Reading Value Added growth measurement as computed and reflected in Ohio's accountability model, and Reading AMO targets for each student group. The source of benchmark comparative data points will be a combination of academic and process outcomes. Grades K-3 will continue the quarterly progress monitoring and show increases in fluency levels. Grades 4-5 will show increased fluency as well as comprehension

based on short-cycle assessments and end of unit tests. Evaluation will also include surveys of parents, students and teachers, as well as focus groups. The academic outcomes will be measured quarterly and include: distribution of student grades, an increase in student attendance as a result of higher levels of engagement, and an increase in parent/family engagement. Cost savings can be benchmarked against the five-year forecast annually by comparing actual activity to that was projected. The process benchmarks will also be tracked and monitored quarterly and they include the percentage of students and teachers actively using the iLearn platform, amount of time spent during each visit, and the amount of materials virtually "checked-out" in the system. The consortium districts will use the specified measurement periods and preliminary success points to validate successful implementation of the new iLearnOhio system.

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 evaluation will include process and outcome indicators and the method will use the triangulation of evidence using administrative data analysis, survey research, iLearnOhio system logs and observational records obtained from classroom walk-throughs. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are using the iLearnOhio content as intended. This data collection is through the LMS, teacher observations, family surveys, and student surveys. If any gaps in implementation are found, additional professional development for teachers will be provided by expert staff. If students are having issues navigating the program or their mobile device, additional technology training will occur. The outcome indicators are higher levels of student engagement, increased proficiency rates, and a decrease in the percentage of students that are retained due to the Third Grade Reading Guarantee. This data will be collected through each district's student information system, surveys, and observations. Measures of project success include student performance on annual standardized tests. We will use the State Assessment reading achievement tests for grades 3-8, and diagnostic reading assessments for grades K-2. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. The summative evaluation of the project will include the state summative assessment scores in the spring as well as district assessments and progress monitoring to measure individual student growth. Grades K-3 will continue the quarterly progress monitoring and show increases in fluency levels. Grades 4-5 will show increased fluency as well as comprehension based on short-cycle assessments and end of unit tests. Comparisons will be made with growth from earlier in the school year, without the mobile devices at home. Evaluation will also include surveys of parents, students and teachers, as well as focus groups. As the project progresses, the districts will include additional success measures consistent with literature on high-performing schools. The baseline will be state assessments scores, percentage of students retained, degree of parent/family engagement, and expenditures on textbooks in the immediate three years prior to the grant award. In each subsequent year, it is expected that the academic outcome measures will improve and the expenditures on textbooks will decrease. If measured progress is insufficient to meet program objectives, systematic adjustments will be made to the program to ensure that appropriate reading materials are being delivered and that students are increasing their levels of achievement. Interpretation and Reporting The evaluation will be conducted by an external third party vendor to ensure objectivity and expertise in the process. The results will be compiled by that vendor into an evaluation report by September 30 of the grant period and presented to each board and posted publicly on the participating districts' website.

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" L. Scott Inskip, Superintendent Reading Community City School District October 25, 2013